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ABSTRACT

This third volume of the Image of the World of Work program presents guidelines for the development of lesson plans by participating teachers and representative lesson plans which were developed. Lessons were planned within the existing content of seventh grade language arts and social studies--35 lesson plans for language arts, 20 for social studies, and 4 miscellaneous. The components of these lessons were to include cognitive objectives, occupational information, attitudinal objectives, student tasks, and evaluation of lesson effectiveness. Volumes I and II are available as VT 009 939 and VT 009 986 respectively. "The World of Work and Learning," a position paper which provides an overview of all three phases of the project, is available as VT 009 940. (CH)

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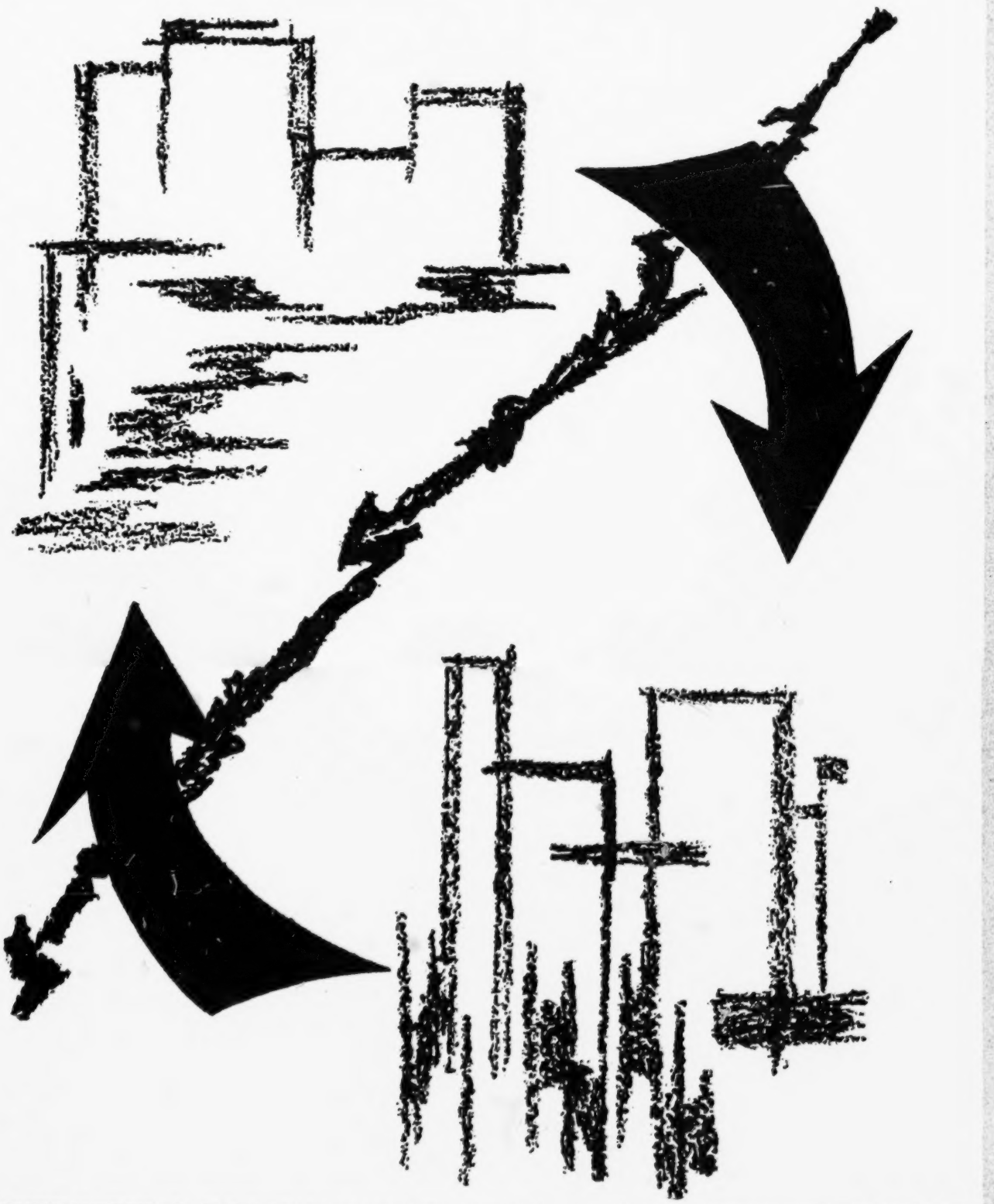

TECHNICAL REPORT

IMAGE OF THE WORLD OF WORK - VOL. III

LESSON PLANS: RESOURCE FILE

ROCKY MOUNTAIN EDUCATIONAL LABORATORY

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OCCUPATIONAL EDUCATION PROGRAM

IMAGE OF THE WORLD OF WORK

LESSON PLANS: RESOURCE FILE

Technical Report **Volume III**

Prepared by

ROCKY MOUNTAIN
EDUCATIONAL LABORATORY

Occupation Education
Project Staff

Dr. Francis Colgan
Associate for
Program Management

Robert Russell
Project Assistant

Larry Horyna
Project Assistant

Dr. Willard G. Jones
Executive Director

COLORADO STATE UNIVERSITY
FORT COLLINS, COLORADO

Human Factors
Laboratory Staff

Dr. Charles Heidt
Director

Dr. Douglas Sjogren
Professor
Vocational-Education

Carla Gordon
Graduate Assistant

Richard Meltzer
Graduate Student

August 1969

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Dr. Willard G. Jones, Executive Director

ROCKY MOUNTAIN EDUCATIONAL LABORATORY, INC.
1620 Reservoir Road
GREELEY, COLORADO 80631

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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VOLUME III

INTRODUCTION

The Image of the World of Work report appears in three Volumes. The first describes the background of the RMEL Occupational Education program and the intervention process designed to meet the program objectives. Volume II reports the development of instruments, evaluation design, data analysis and generalizes the outcomes of the intervention activities.

As a part of the RMEL strategy, participating teachers were asked to plan lessons within the existing content of seventh grade language arts and social studies. The major components of these lessons were to include:

1. Cognitive objectives

2. Occupational information

3. Attitudinal objectives

4. Student tasks

5. Evaluation of lesson effectiveness

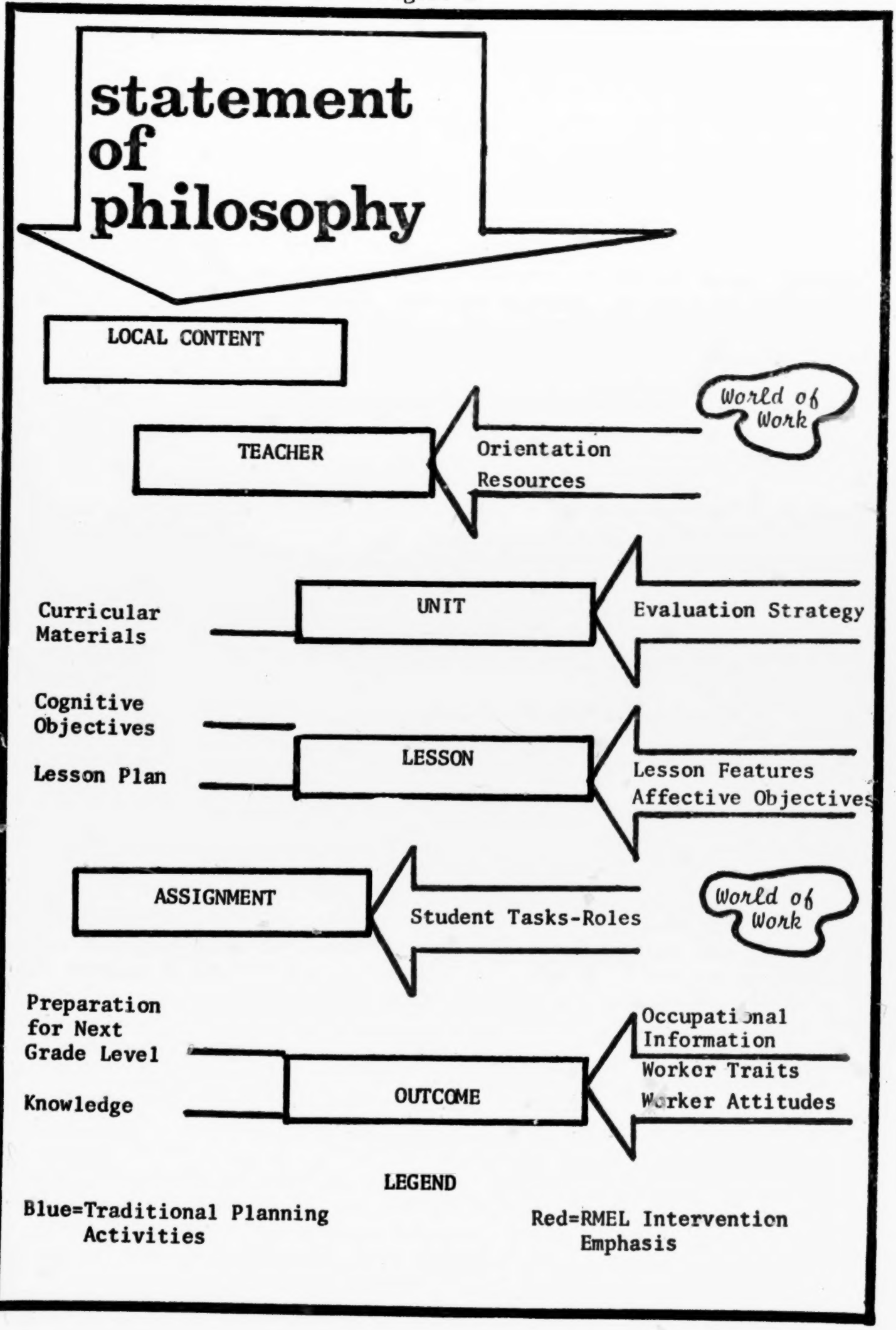
A report of teacher attempts to sponsor the RMEL program in their classrooms constitutes Volume III.

The classroom teacher is the designer and producer of many of the materials and procedures with which he does his work. The creation of lesson plans, curriculum materials, teaching procedures and tests to measure student progress and the adaptation of these materials to the individual student's needs and/or to the specific classroom situation, traditionally are the responsibility of the teacher. (See Figure 1) Thus, much of the educational material and the procedures that are in current use has been "developed" locally by teachers. The RMEL strategy was to build upon the strengths of participating teachers.

The exhibits (Appendix A, B, and C) represent the overt attempts of teachers to provide occupational information and to foster the work relevant attitudes characteristic of satisfying employment. Individually the lesson plans cover a time span ranging from a single period to several weeks.

Among the problems confronting the RMEL staff was the diverse preparation which teachers had received from colleges and universities. In attempting to reach a common understanding, work sessions were conducted to review the objectives inherent in the local social studies and language arts curriculum. That is, an attempt was made to have teachers

Figure 1


statement of philosophy
LOCAL CONTENT
World of Work
TEACHER
Orientation
Resources
Curricular Materials
UNIT
Evaluation Strategy
Cognitive Objectives
Lesson Plan
LESSON
Lesson Features
Affective Objectives
ASSIGNMENT
Student Tasks-Roles
World of Work
Preparation for Next Grade Level
Knowledge
OUTCOME
Occupational Information
Worker Traits
Worker Attitudes
LEGEND
Blue=Traditional Planning Activities
Red=RMEL Intervention Emphasis

assess what their content objectives were and to have them list the materials, activities and experiences utilized locally. At no time did RMEL staff evaluate or offer criticisms of local practice. The staff concentrated on tutoring the participants by utilizing small group techniques, special consultants and hand-out materials.

Turning from the statements of local cognitive objectives, attention was focused upon the affective behavior of pupils. Value positions and attitudinal manifestations constituted the major thrust of the intervention process. The illusive nature of evaluation of the affective domain was considered to be an element requiring urgent attention. Teachers were introduced to many different organizational patterns through which the attitudes of pupils at work could be observed. Participants were stimulated by looking at pupils as individuals and quickly began devising experiences which increased the pupils' opportunity to commit himself.

Social studies and language arts are judged to be an account of man's work and his contribution to society. In an occupational sense this content can be thought of as a record of man's work. Thus, the experimental teachers sought to call attention to the occupations, working conditions, and worker traits of the people, data and things identified in locally adopted curriculum materials.

Classroom activities became more diversified as indicated by teacher reports of the use of tape recorders, role playing, socio-drama, films, still pictures, student-prepared video vignettes, general assemblies, visits by resource persons to the classrooms, personal inquiry into occupations and coordination of pupil experiences among teachers within a school.

The background of the classroom teacher is typically devoid of any experiment regarding ways of looking at jobs or preparation for one's life work. To bridge this preparation gap, a series of six essays were prepared, distributed and discussed among the experimental teachers. Content of the essays is based upon a modern view of occupations and appeared to provide sufficient information for structuring pupil experiences along occupational lines.

The stages of development leading to the guidelines for designing an Image of the World of Work lesson plan were as follows:

1. a review of local content objectives

2. a search for information within the subject matter dealing with people, data, and things, i.e., occupational information

3. a review of value positions and attitudinal manifestations, i.e., the affective domain

4. an exchange of information descriptive of teaching styles

5. establishment of an information base regarding worker traits and the dignity of work

6. assessment of pupil achievement, sponsorship of attitudes and overall impact of the lesson.

The plans presented (Appendix A, Social Studies; Appendix B, Language Arts; and Appendix C, Other Areas of the Curriculum) are examples of overt attempts on the part of classroom teachers to implement the objectives of the RMEL program. It is anticipated that other teachers with their personal teaching styles may sponsor an extra opportunity for their pupils by engaging in a similar planning process. The guidelines for the planning process appear below.

GUIDELINES FOR THE DEVELOPMENT OF IMAGE OF THE WORLD OF WORK LESSON PLANS

UNIT: A particular block of content containing several lessons. Example - Greek mythology.

LESSON TITLE: Special lesson within any given unit. Example - The importance of the gods in the lives of Greeks.

DURATION: Amount of time to be devoted to this lesson, specify approximate number of class hours. Example - 7 class hours.

PROGRAM OBJECTIVES:

Content: This includes the subject matter objectives specified for this lesson including all cognitive objectives and attitudinal objectives *not* specified in the RMEL program.

Attitudinal: Check attitudes which appear to be inherent in the unit or lesson as taken from the RMEL attitude list on the back of the program plan. This includes all Image of the World of Work attitudes focused upon in this lesson.

LESSON FEATURES: A short narrative or outline description of the key elements through which the teacher will attempt to provide experiences related to the world of work.

TEACHER ACTIVITIES: Methods - Techniques - Procedures through which teachers will attempt to reach attitudinal objectives by means of their existing curriculum.

STUDENT TASKS: Check the tasks used in the conduct of this lesson. The list shown on the program plan is only a sample of possible tasks. Space is provided for teachers to add other tasks. A section is also allotted for teachers to clarify or elaborate on those tasks specified. This may include any unique features, methods, or techniques by which these student tasks will be used to attain the attitudinal objectives specified.

TEACHING RESOURCES: There sources to be employed in reaching program objectives. Example - Films, community resource persons, film strips, tapes, Socio-Guidance series, records, slides, supplementary etc.

EVALUATION OF STUDENTS:

Methods of the measurement to be used to determine if lesson objectives were met. Additional space is provided for the listing of evaluation techniques not specified on the program plan.

TEACHER'S EVALUATION OF THE ATTITUDINAL ELEMENTS OF THIS LESSON:

Circle the number which best describes the way you feel about this lesson based on the effective-ineffective continuum shown on the program plan. This section should be completed after the lesson has been presented.

Why: Explain your reasons for making the above rating. Please include any intuitions, student expressions, or behavioral clues that led you to make this choice.

I FEEL THAT THIS LESSON INFLUENCED THE FOLLOWING ATTITUDES: (A-J)

Check those attitudes which you feel the lesson actually had an impact on. These do not have to coincide with the attitudes specified under the program objectives section. It is quite natural that there will be some differences between the projected objectives and those actually attained.

APPENDIX A

SOCIAL STUDIES LESSON PLANS

The exhibits in Appendix A are representative of the lesson planning form and the experiences provided for pupils by teachers in the experimental project.

The reader should feel free to integrate local content, occupational information and affective domain experiences in keeping with his teaching style. These exhibits are records of overt attempts to sponsor the RMEL Image of the World of Work objectives.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Studies LESSON TITLE Modern Day Greece DURATION 2 days

COGNITIVE OBJECTIVES

Occupations of the present day Greeks

ATTITUDINAL*

A. X
B. ____
C. X
D. X
E. X
F. ____
G. ____
H. ____
I. ____
J. X

*(See list on reverse side)

LESSON FEATURES

Farmers
Fisherman
Herders
Industrial workers
Dock workers
Merchants
Wine makers
Raisin processors

TEACHER ACTIVITIES

Assign lesson to list all occupations shown and spoken of in the text. Give them time to do extra research in the library. Have them choose one occupation of the Greeks and write about it and use illustrations and put in a booklet. Show the filmstrip and play the record.

STUDENT TASKS

___ Note taking
___ Small group discussion
X Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
X Art work (maps
___ Other
X Viewing
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 (3) 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*
A. __ B. __ C. __ D. X E. __ F. X G. __ H. X I. __ J. __
*(See list on reverse side)

TEACHING RESOURCES

Filmstrip and record about Greece.
Maps, textbook, encyclopedias.

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
X Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Studies LESSON TITLE America at Work DURATION 1 day

COGNITIVE OBJECTIVES

Students were given a form. They were to select five jobs they would prefer and find out the desired information concerning requirements, wages, qualifications, etc.

ATTITUDINAL*

A. X
B.
C.
D. X
E.
F.
G. X
H.
I.
J.

*(See list on reverse side)

LESSON FEATURES

Cut out pictures of people working at different jobs for bulletin board. From Labor Handbook student looks up the information on nature of work, place of work, qualifications, average wage.

TEACHER ACTIVITIES

Made a chart to be used with the Labor Outlook Handbook.

Bulletin boards cleared so students could use them.

Helped students with vertical files.

STUDENT TASKS

- ___ Note taking
- ___ Small group discussion
- X Library research
- ___ Book reports
- ___ Personal inquiry
- ___ Class discussion
- ___ Field trip
- ___ Reading
- ___ Essay writing
- ___ Socio-drama
- ___ Role playing
- ___ Debate
- X Art work (maps
- ___ Other
- X Bulletin Boards
- ___

CLARIFY:

This one-day project created interest which was followed by class discussion on personal qualifications and personalities for jobs.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY?

The pictures were to stimulate their interest in work. The chart was to help them compare the jobs they considered desirable.

I feel that this lesson did influence the following attitudes:*

A. X B. X C. ___ D. X E. ___ F. ___ G. X H. ___ I. ___ J. ___ X

*(See list on reverse side)

TEACHING RESOURCES

Library
Magazines

EVALUATION OF STUDENTS

- ___ Quiz
- ___ Formal test
- X Recitation
- ___ Student reports
- X Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Studies LESSON TITLE How Did a Boy Become a Craftsman. DURATION 1 day

COGNITIVE OBJECTIVES

Help students to focus on some goal and attempt to name the steps to attain it. Consider the importance of attitudes in selecting occupational choices.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Write an essay telling what you would like to do as a life aspiration, why and how you would expect to prepare for it.

Play Charades by groups acting out work activities.

TEACHER ACTIVITIES

Discuss different work activities of the Middle Ages as compared with area of work and activities today.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
X Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY? I believe this lesson would help them understand other ages have had life aspirations and began at an early age to prepare. That desire to work, pride in accomplishment, appreciation for quality and loyalty to employer are still desirable attitudes.

I feel that this lesson did influence the following attitudes:*
A. B. C. D. E. F. G. H. I. J.
*(See list on reverse side)

TEACHING RESOURCES

Textbook

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
X Recitation
X Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Studies LESSON TITLE Industrial Revolution DURATION 2 days

COGNITIVE OBJECTIVES

Problem solving:
1. To consider the changes and problems created by the machine age.
2. To find likenesses and differences with changes of today as a reault of atomic energy.
3. The importance of being adaptable.

ATTITUDINAL*

A. X
B.
C. X
D.
E. X
F.
G.
H. X
I.
J.

*(See list on reverse side)

LESSON FEATURES

Students read the text book assignment. Form small groups to discuss problems. Class discussion to compare notes and reasons for and against changes.

TEACHER ACTIVITIES

Give suggestions for additional information. Lead discussion and debate. Show film on the Industrial Revolution. "Are you adaptable?"

STUDENT TASKS

X Note taking
X Small group discussion
X Library research
__ Book reports
__ Personal inquiry
X Class discussion
__ Field trip
X Reading
__ Essay writing
__ Socio-drama
__ Role playing
X Debate
__ Art work (maps
__ Other
X Viewing
__

CLARIFY:

The filmstrip "Are you adaptable?" seemed to create quite an informal discussion on the need to develop in this aspect.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? They were made conscious of different kinds of work and the importance of adaptability, pride in accomplishment, and value of cooperation both in the subject studied and the group discussions.

I feel that this lesson did influence the following attitudes:*
A.__ B.x C.__ D.__ E.__ F.__ G.x H.__ I.x J.x
*(See list on reverse side)

TEACHING RESOURCES

Book
Film
Filmstrip

EVALUATION OF STUDENTS

__ Quiz
x Formal test
x Recitation
__ Student reports
__ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Science LESSON TITLE The World of Money DURATION 1 week

COGNITIVE OBJECTIVES

To promote student understanding of the purpose and function of money. Develop understanding of democratic economic system. The function of credit and the value of the dollar.

ATTITUDINAL*

A. X
B. X
C.
D. X
E.
F.
G. X
H.
I.
J. X

*(See list on reverse side)

LESSON FEATURES

Stock market exercise Student selects stock and follows its progress through the week. Lesson delivered by banker discussing the banking process and what he looks for in a prospective borrower. Lecture by stock broker, on the stock market and the investor. Student's figure what they cost their parents(see back)

TEACHER ACTIVITIES

Prepare lectures on money. Select stocks from which students can select their own. Prepare study guide on economic concepts. From collectors obtain various types of money.

STUDENT TASKS

X Note taking
___ Small group discussion
___ Library research
___ Book reports
X Personal inquiry
X Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___
___

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? The two most beneficial parts of this unit were the stock market exercise and the exercise in which the students figured how much they cost their parents. These exercises for the most part could be related to personal experiences.

I feel that this lesson did influence the following attitudes:*
A.X B.X C.__ D.X E.__ F.__ G.__ H.X I.__ J.__ J.X
*(See list on reverse side)

TEACHING RESOURCES

Study Guide prepared by teacher. Guest lecturer by banker and stock broker. Various types of money and stocks

EVALUATION OF STUDENTS

___ Quiz
X Formal test
___ Recitation
___ Student reports
___ Student projects

CLARIFY:

When guest lecturers were present the students took notes on the material presented. Personal inquiry on discovery is involved when students determine the pitfalls of credit. Reading exercise consist of assigned newspaper & magazine articles.

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

LESSON FEATURES - continued

(in $) over a one week period.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Studies LESSON TITLE How Did a Boy Become a Craftsman DURATION 3 days

COGNITIVE OBJECTIVES

Early ways of training for a job.
Desiring an occupation so intensely that one is willing to forgo many personal pleasures while in training--self sacrifice.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

1. Understanding of word apprentice-early history.
2. Advancement to journey man.
3. Final achievement-Craftsman.
4. Pursue several occupations from Middle Ages-use people from history books.
5. Comparison of occupational training...then and now.

TEACHER ACTIVITIES

1. Background
   a. reports from library on terms "apprentice-journey-man-craftsman" (bring actual examples to room)
2. Discuss reports and have firm understanding of early job employment.
3. Comparison of training of jobs today--education, living at home, opportunities etc. so varied and numerous with jobs of the Middle Ages.
4. Children write a composition of what would be necessary to acquire an occupation they (see back)

STUDENT TASKS

_X_ Note taking
___ Small group discussion
_X_ Library research
_X_ Book reports
___ Personal inquiry
___ Class discussion
___ Field trip
_X_ Reading
_X_ Essay writing
___ Socio-drama
___ Role playing
_X_ Debate
___ Art work (maps
___ Other
___
___
___

CLARIFY:

One wanting a job in the Middle Ages had to desire an occupation with a great deal of self-sacrafice. Today children can train for work, for necessity, for pleasure, etc. Many work for a means of existence--often times desire is lacking. (see back)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

Children will realize all attitudes are necessary for success, especially in the Middle Ages - for success - for survival.

I feel that this lesson did influence the following attitudes:*
A. B. C. D. E. F. G. H. I. J.
*(See list on reverse side)

TEACHING RESOURCES

Library
Bulletin boards
Drawing of occupation

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
_X_ Recitation
_X_ Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

TEACHER ACTIVITIES -continued

would like today, as compared to the Middle Ages.

STUDENT TASKS - continued

CLARIFY

Comparison of Middle Ages-present day-conclusion-one is better prepared at finding employment these days.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Studies LESSON TITLE World of Work DURATION 3 days

COGNITIVE OBJECTIVES

1. To explore various occupations.
2. Requirements for jobs.
3. Meaning of adaptability.

ATTITUDINAL*

A. X
B. X
C.
D. X
E.
F. X
G.
H.
I.
J. X

*(See list on reverse side)

LESSON FEATURES

Film strips:
1. Your Life of Work
2. Are You Adaptable
3. Getting a Job
4. Getting Ahead in Your Job
5. Selecting Your Live Work, Part I, II.
6. Exploring the World of Work, Part I and II.

TEACHER ACTIVITIES

Prepare discussion questions about the film strips. Guide formation of groups for discussion.

STUDENT TASKS

- X Note taking
- X Small group discussion
- ___ Library research
- ___ Book reports
- ___ Personal inquiry
- X Class discussion
- ___ Field trip
- ___ Reading
- ___ Essay writing
- ___ Socio-drama
- ___ Role playing
- ___ Debate
- ___ Art work (maps
- ___ Other
- ___
- ___
- ___

CLARIFY:

Group discussion of film strips, each group to list as many jobs as they can think of and present to the class. General class discussion of the World of Work.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 (3) 4 5 INEFFECTIVE

WHY? We feel that the 7th graders don't relate to the World of Work as such. Most did not know what their interests were, and they were not particularly concerned about their future work. Perhaps 9th grade would be a better level for this. The emphasis in 7th grade is more effective in terms of attitudes toward one another, the group, and their (See back)

I feel that this lesson did influence the following attitudes:*

A. ___ B. X C. ___ D. X E. ___ F. X G. ___ H. ___ I. ___ J. X

*(See list on reverse side)

TEACHING RESOURCES

Film strips

EVALUATION OF STUDENTS

- X Quiz
- ___ Formal test
- ___ Recitation
- ___ Student reports
- ___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATIONS - continued

school work. This will lead to occupational interest by 9th grade.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Studies **LESSON TITLE** Becoming a Craftsman **DURATION** 1 week

COGNITIVE OBJECTIVES

To help the student understand how a young person in the Middle Ages went about learning a trade, and how he was able to progress in this trade, with numerous examples.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J.

*(See list on reverse side)

LESSON FEATURES

1. Studies of individual trades (contrast with modern day method of getting started in a trade or profession.
2. Discussion (small and large group) on attitudes needed to foster success in your chosen trade.

TEACHER ACTIVITIES

1. Assign small group research on various trades.
2. Assign students to ask local tradesman for information or to talk to students giving information on trade.
3. Lead large group discussion.
4. Gather books on trades to be looked at by student in free time.

STUDENT TASKS

X Note taking
X Small group discussion
X Library research
__ Book reports
X Personal inquiry
X Class discussion
__ Field trip
X Reading
__ Essay writing
__ Socio-drama
X Role playing
__ Debate
__ Art work (maps
__ Other
__
__
__

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*
A.__ B.__ C.__ D.__ E.__ F.__ G.__ H.__ I.__ J.__
*(See list on reverse side)

TEACHING RESOURCES

Resource people
Printed material on trades
Personal experiences

EVALUATION OF STUDENTS

__ Quiz
__ Formal test
__ Recitation
X Student reports
X Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Social Studies LESSON TITLE The Middle Ages DURATION 2 weeks

COGNITIVE OBJECTIVES

The students should learn about Europe partly from observing what kind of work people do.

ATTITUDINAL*

A.____
B.____
C.____
D. X
E.____
F.____
G. X
H. X
I.____
J.____

*(See list on reverse side)

LESSON FEATURES

The students took a section of the text book and listed all occupations listed in it or pictured in it. With unleashed imaginations, they found many occupations in very indirect ways.

TEACHER ACTIVITIES

Leading the discussion after the lists of occupations were made.

STUDENT TASKS

- X Note taking
- __ Small group discussion
- __ Library research
- __ Book reports
- __ Personal inquiry
- X Class discussion
- __ Field trip
- __ Reading
- __ Essay writing
- __ Socio-drama
- __ Role playing
- __ Debate
- __ Art work (maps
- __ Other
- __
- __
- __

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

I believe the lesson may have been effective because of the way I emphasized in the discussion, "personal satisfaction and "dignity of work well done."

I feel that this lesson did influence the following attitudes:*
A.__ B.__ C.__ D.X E.__ F.__ G.__ H.X I.__ J.__
*(See list on reverse side)

TEACHING RESOURCES

EVALUATION OF STUDENTS

- __ Quiz
- __ Formal test
- X Recitation
- __ Student reports
- __ Student projects

X Lists of occupations

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Local History LESSON TITLE Present-day Fur Industry DURATION 3 days

COGNITIVE OBJECTIVES

List five different problems related to the fur industry.

ATTITUDINAL*

A. X
B. ____
C. ____
D. X
E. ____
F. ____
G. ____
H. ____
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Gene Fullmer, former middle-weight champion of the world and mink rancher. Feature speacker and member of panel.

TEACHING RESOURCES

1. Rabbit fur
2. Traps
3. Jawbone of beaver
4. Beaver teeth
5. Gene Fullmer

TEACHER ACTIVITIES

1. Contact resource person.
2. Small group organization or panel using questions suggested by the entire group.

EVALUATION OF STUDENTS

___Quiz
___Formal test
___Recitation
___Student reports
___Student projects
X Observation

STUDENT TASKS

___Note taking
X Small group discussion
X Library research
___Book reports
X Personal inquiry
X Class discussion
___Field trip
___Reading
X Essay writing
___Socio-drama
___Role playing
___Debate
___Art work (maps
___Other
X Listening, viewing and autographs.

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY?

Positive Comments:
"I've got to think about what I'm going to do with my life"
"Boy, this hard work paid off"
"He was successful in both jobs" (mink raising and boxing)

I feel that this lesson did influence the following attitudes:*
A. X B. ___ C. ___ D. X E. ___ F. ___ G. ___ H. ___ I. X J. X
*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Geography and World History LESSON TITLE Industries of Japan DURATION 3 days

COGNITIVE OBJECTIVES

1. To appreciate the people of Japan in how they work to make their country a leading industrial country.
2. To appreciate the lack of natural resources in the land, and the kind of land they (the people of Japan) live on.

ATTITUDINAL*

A. X
B. X
C.
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

After studying Geography of Japan and her problems, the children went to work to find out the different industries of Japan. They listed the industries and decided the Japanese people were very industrious and had good work attitudes to have all these industries.

TEACHER ACTIVITIES

I had a group of children working on industries in Japan (a look-it-up group). They reported back to class about the industries. The class asked questions of this group in panel discussion.

STUDENT TASKS

- X Note taking
- X Small group discussion
- X Library research
- Book reports
- X Personal inquiry
- X Class discussion
- Field trip
- X Reading
- Essay writing
- Socio-drama
- Role playing
- Debate
- Art work (maps
- Other
- X Map on natural
- resources & industries.

CLARIFY:

After the children listened to the reports of the look-it-up group they each wrote two paragraphs on why the people of Japan had many good industries.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? I feel the children learned that because Japanese people had good work attitudes they could build their country to be a leading industrial nation.

I feel that this lesson did influence the following attitudes:*
A.X B.X C.X D.X E.X F.X G.X H.X I.X J.X
*(See list on reverse side)

TEACHING RESOURCES

Books on Japan
Text book
Chart

EVALUATION OF STUDENTS

- Quiz
- Formal test
- X Recitation
- X Student reports
- Student projects
- X Paragraph on lesson

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Geography LESSON TITLE How Did a Boy Become a Craftsman DURATION 2 periods

COGNITIVE OBJECTIVES

A comparison of the preparation for an occupation during the Middle Ages with that of our present society. The lesson will show the differences in the job itself as well as the training. It will also help the student understand other cultures today similar to that of the Middle Ages.

ATTITUDINAL*

A. X
B.
C.
D. X
E.
F.
G. X
H.
I.
J.

*(See list on reverse side)

LESSON FEATURES

Reading and discussing the article. Each student or group will be assigned to do research on the training, education, etc. necessary for a comparable occupation in our society for oral reports. Several students will report of apprentice jobs such as silver smithing in Mexico.

TEACHER ACTIVITIES

After the teacher is sure the article content is understood she will assign the occupational research reports. Following the oral reports, the teacher helps stimulate open discussion by a short story or two on craftsmanship preparation in other and less industrial countries.

STUDENT TASKS

___ Note taking
___ Small group discussion
X Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

The discussion on this lesson should show the complex nature of occupational training compared to the Middle Ages, and, also, the greater diversity and opportunities today.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*
A.__ B.__ C.__ D.__ E.__ F.__ G.__ H.__ I.__ J.__
*(See list on reverse side)

TEACHING RESOURCES

Library, literature books

Occupational Outlook and Chart

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
___ Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Geography LESSON TITLE Guilds & Unions DURATION 1 week

COGNITIVE OBJECTIVES

1. To give the student an understanding of the guild system.
2. To show how the guild system affects crafts today.
3. To show how a craftsman had "upward mobility."
4. To show how society provided for a training program for craftsman.

ATTITUDINAL*

A. X
B. ____
C. ____
D. ____
E. X
F. ____
G. X
H. X
I. X
J. X

*(See list on reverse side)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*

A.__ B.__ C.__ D.__ E.__ F.__ G.__ H.__ I.__ J.__

*(See list on reverse side)

LESSON FEATURES

1. Students will be asked to complete objects or models (drawings) of usefulness in the Middle Ages.
2. Those people completing "best" projects will become master craftsmen who will pass judgment on a 2nd project by other students.
3. Students attempt to work way up to master craftsman.

TEACHING RESOURCES

Books on Middle Ages
Publications from crafts concerning today's apprentice program.

TEACHER ACTIVITIES

1. Plan with individual students projects that are representative of Middle Ages.
2. Explain that materials such as clay and wood can be used to represent other materials.
3. Use "master craftsmen" to aid other students.
4. Discuss the parallel between the guild system and today's apprentice programs in various craft unions.

EVALUATION OF STUDENTS

___Quiz
___Formal test
___Recitation
___Student reports
X Student projects

STUDENT TASKS

___Note taking
___Small group discussion
___Library research
___Book reports
___Personal inquiry
___Class discussion
___Field trip
___Reading
___Essay writing
___Socio-drama
___Role playing
___Debate
___Art work (maps
___Other
___
___
___

CLARIFY:

Students will attempt to make projects authentic using library to research this information if needed. An attempt will be made showing ability+effort determines the success each student achieves.

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

Tropical Grasslands

SUBJECT Geography LESSON TITLE Review of Unit DURATION 2 days

COGNITIVE OBJECTIVES

A review of material which has previously been studied & discussed from a regional climatic approach. This review lesson puts more emphasis on the cultural features of these areas & directs its attention to characteristics of its inhabitants, the kinds of work they do, the houses & communities in which they live, their religions, craftmanship, etc. It especially deals with their problems & effects made toward solutions.

ATTITUDINAL*

A. X
B. X
C.
D.
E. X
F. X
G. X
H.
I. X
J. X

*(See list on reverse side)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? Most of the kids did a creditable job. Several did library research. The class atmosphere was one of relaxation and enjoyment. They all seemed to enjoy the performances of the others as well as their own participation, and asked if they could do this again.

I feel that this lesson did influence the following attitudes:*
A. X B. X C. __ D. __ E. X F. X G. X H. __ I. X J. X
*(See list on reverse side)

LESSON FEATURES

The unit includes 3 tropical grassland areas of Africa; S.A., India & Pakistan, S.E. Asia, & Australia. This review lesson features the Hausa farmer, the Masai herdsmen, Indios farmers, Asian grassland farmers, the South American coffee plantation owner, S.A. cowboys, Venzuelian oil men & Australian cattle owners.

TEACHING RESOURCES

Texts, maps, National Geography, current newspaper articles, Let's Travel books.

TEACHER ACTIVITIES

On the 1st day students are assigned roles-2 for each assignment. 2 will be Hausa farmers, 2 Masai herdsman, 2 wealthy Brazilian coffee plantation owners, 2 Hindu religious leaders, etc. Altogether about 2/3 of the students are assigned roles. They are responsible for preparing information about themselves. The remaining third of the class are magazine correspondents gathering material for an article which they have been assigned to write (1)reporter for each two tropical grasslanders. (See back)

EVALUATION OF STUDENTS

__ Quiz
__ Formal test
__ Recitation
X Student reports
X Student projects

STUDENT TASKS

X Note taking
X Small group discussion
X Library research
__ Book reports
X Personal inquiry
X Class discussion
__ Field trip
X Reading
__ Essay writing
__ Socio-drama
X Role playing
__ Debate
__ Art work (maps
__ Other
__
__

CLARIFY:

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

TEACHER ACTIVITIES - continued

The first day they spent about 15 minutes together, deciding on the material to be used, the type of questions to be asked, etc. Extra credit was given for additional information found in the library or from outside reference books. The second day, each two of a category were interviewed by the reporter "on television" while the rest of the class were viewers.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Utah History LESSON TITLE Lansfor W. Hastings DURATION 1 day

COGNITIVE OBJECTIVES

Hastings preparation for vocation.
Hastings achievement.

ATTITUDINAL*

A.
B.
C.
D. X
E.
F.
G. X
H.
I. X
J.

*(See list on reverse side)

LESSON FEATURES

Text and Thought Questions.

TEACHER ACTIVITIES

1. Select students to portray his life.

2. Hold class discussion evaluation of his achievement.

STUDENT TASKS

__ Note taking
X Small group discussion
__ Library research
__ Book reports
__ Personal inquiry
X Class discussion
__ Field trip
__ Reading
__ Essay writing
__ Socio-drama
X Role playing
__ Debate
__ Art work (maps
__ Other
__
__
__

CLARIFY:

Questions:

1. If Hastings had been working for a company would he have lost his job? Why?
2. What would an employer expect of him?

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*
A.__ B.__ C.__ D.__ E.X F.__ G.X H.__ I.X J.__
*(See list on reverse side)

TEACHING RESOURCES

Text (maps)
Map (wall)

EVALUATION OF STUDENTS

__ Quiz
__ Formal test
X Recitation
__ Student reports
__ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Utah History LESSON TITLE Personal Involvement in Education DURATION 7 days

COGNITIVE OBJECTIVES

1. Education is achieved different ways.
   a. formal school- professional or salaried workers..philosophy
   b. vocational schools.. skills and trades
   c. on the job experience (with schooling)
2. Rewards

ATTITUDINAL*

A. X
B.
C.
D. X
E.
F.
G.
H.
I.
J. X

*(See list on reverse side)

LESSON FEATURES

1. Criteria for job selection. Interest, ability, education.

TEACHER ACTIVITIES

1. Schools that met these needs in pioneer days.
2. Schools that meet these needs today.

Explain the following to students: "Boy"

Drop out of school now and that's what they will call you all your working life.

To get a good job, get a good education.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
___ Reading
X Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

A student could write or give oral reports about what his plans for future job selections are. (1-3 pages). It must include why he chose it and how he intends to reach his goal.

TEACHING RESOURCES

Charts and graphs related to professions and trades and industry

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
X Student reports
___ Student projects

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

Students seemed to gain a better insight into gaining a good education and the results from it.

I feel that this lesson did influence the following attitudes:*

A. B. C. D. x E. F. G. H. I. J. x

*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Utah History LESSON TITLE The Economy Change DURATION 11 days

COGNITIVE OBJECTIVES

Presentation of early Utah industries and discovering which survived and why.

ATTITUDINAL*

A. ____
B. ____
C. ____
D. X
E. ____
F. ____
G. ____
H. ____
I. ____
J. X

*(See list on reverse side)

LESSON FEATURES

Industries
1. salt
2. sawmill
3. brick
4. sugar
5. iron
6. agriculture
7. flax
8. cotton
9. silk
10. mining
11. lumber

TEACHER ACTIVITIES

1. Lecture use maps, pictures, etc.
2. Discussion which promotes inductive reasoning. "What steps would have to be taken to begin a silk industry today?" "Would it be successful if these steps were taken?" "Why did some of the early industries fail?" Use same method for presenting each industry.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
___ Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
X Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

Role playing
1. Manager notifying his employees that he is closing the plant.
2. Group decided to build a new plant. Interview prospective employees.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? Many students asked why some of these industries aren't in existance today. Through this inductive reasoning they solved their questions about these industries.

I feel that this lesson did influence the following attitudes:*
A. __ B. __ C. __ D. X E. __ F. __ G. __ H. __ I. __ J. X
*(See list on reverse side)

TEACHING RESOURCES

Pictures

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
___ Student reports
___ Student projects
X Observation

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Utah History LESSON TITLE Tourism DURATION 2 days

COGNITIVE OBJECTIVES

Equal or unequal tourism for each county.

ATTITUDINAL*

A._____
B._____
C._____
D._____
E. X
F._____
G._____
H._____
I. X
J._____

*(See list on reverse side)

LESSON FEATURES

1. Is equal tourism possible for each county? Why?
2. Can it be made more equitable? How?

TEACHER ACTIVITIES

1. Relate:
   - Job Opportunity
   - Scenic Beauty
   - Size
   - Population
   - Community Interest
2. Who becomes involved? How?

STUDENT TASKS

- __ Note taking
- X Small group discussion
- __ Library research
- __ Book reports
- __ Personal inquiry
- __ Class discussion
- __ Field trip
- __ Reading
- __ Essay writing
- __ Socio-drama
- __ Role playing
- __ Debate
- __ Art work (maps
- __ Other
- X Map reading &
- __ map sketching

CLARIFY:

Maps-such as states and counties-county and region.
National monuments
National Parks
National forests
Pacific and central flyways
A list of state parks

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

The students seem to think that Salt Lake County had the "Lion's Share" of things to offer. The Utah Tourist Council could be equitable in giving equal advertising space to each county and region.

I feel that this lesson did influence the following attitudes:*
A.__ B.__ C.__ D.__ E.X F.__ G.__ H.__ I.X J.__
*(See list on reverse side)

TEACHING RESOURCES

Pictures and films.

EVALUATION OF STUDENTS

- __ Quiz
- __ Formal test
- __ Recitation
- __ Student reports
- __ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Utah History LESSON TITLE Morman Beginnings in Utah DURATION #3 days

COGNITIVE OBJECTIVES

Assign students to do some research into their family to see where their ancestors came from, where they settled in Utah, what kind of jobs they had in the various towns where they lived.

ATTITUDINAL*

A. ____
B. ____
C. X
D. ____
E. ____
F. ____
G. ____
H. ____
I. ____
J. ____

*(See list on reverse side)

LESSON FEATURES

Compare and contrast what changes had occurred in a persons life because of the change of location.

TEACHER ACTIVITIES

Illustrate how people can do various jobs in different places. What they did for a living in the old country and what they did in this western country.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
X Personal inquiry
___ Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
X Other (See back)
X Written and/or
___ oral reports of their findings.

CLARIFY:

Life aspirations for the pioneer was to have a good place to live and raise his family the way he wanted, thus influencing his descendents. Point out to the student that what they do now, not only affects them and their life aspiration but also their descendents.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 (3) 4 5 INEFFECTIVE

WHY? The students that did this project felt pride in their ancestors and what their ancestors had done for them in being in this particular area. This particular assignment didn't do what I thought it would with the "world of work", but it did help to develop in the students a greater appreciation for their ancestors and a better self-concept(see back)

I feel that this lesson did influence the following attitudes:*

A.__ B.__ C.__ D.__ E.__ F.__ G.__ H.__ I.__ J.__

*(See list on reverse side)

TEACHING RESOURCES

Pictures, books, family histories, and ideas where information might be found.

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
X Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION - continued

in themselves by knowing more about their family.

STUDENT TASKS - continued

Research into geneology and family records.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Utah History LESSON TITLE Introduction DURATION 2 days

COGNITIVE OBJECTIVES

Change of semester with a new group of students. This time I am using a direct approach in acquainting students with the values of attitudes required in the world of work. We will suggest these attitudes in each unit of study and see how they apply to the people of the time.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

1. Have students meet in committees and rank them in order of importance. (First have students rank them individually before meeting in committees) Compare their list to the way the committees decided.
2. Have chairman of the committees meet in a panel before the class and defend their (see back)

TEACHING RESOURCES

TEACHER ACTIVITIES

1. Introduce the attitudes on overhead projector one at a time. Bring out in class discussion importance of each. Ask them why they feel they are or are not important, applying them to situations like the classroom, community, or directly to obtaining a job.
2. Inform the class we shall be integrating these values into each unit of study to see how they apply to people of the past in their own role in history. We will attempt to determine if they are (see back)

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
X Recitation
___ Student reports
___ Student projects

STUDENT TASKS

X Note taking
X Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? Good student involvement and participation from all. Many questions were raised and some creative thinking was done as they met in committees, then compared and defended their points of view.

I feel that this lesson did influence the following attitudes:*
A.X B. XC. XD. XE. XF. XG. X H.X I.X J.X
*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

LESSON FEATURES - continued

committees point of view, after comparing lists.

TEACHER ACTIVITIES - continued

as important in the past as they are today.

APPENDIX B

LANGUAGE ARTS

The exhibits in Appendix B are representative of the lesson planning form and the experiences provided for pupils by teachers in the experimental project.

The reader should feel free to integrate local content, occupational information and affective domain experiences in keeping with his teaching style. These exhibits are seconds of overt attempts to sponsor the RMEL Image of the World of Work objectives.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Language Arts LESSON TITLE Recognizing word functions DURATION 2 days

COGNITIVE OBJECTIVES

To learn that words are not inherently nouns or verbs, but that they may change according to the work they do (function)

ATTITUDINAL*

A. ____
B. ____
C. ____
D. ____
E. ____
F. X
G. ____
H. ____
I. ____
J. X

*(See list on reverse side)

LESSON FEATURES

Words may change the work they do simply by shifting positions in the sentence. Words are adaptable. By working in small groups students will discover the value of cognitive effort.

TEACHER ACTIVITIES

1. Make up sentences that have the same words used but that are patterned in several different ways. (students will do)
2. Have students get together in small groups to pool their findings. Discuss as a class.
3. Students stand in several orders with cards having a word. Class will guess the work word is doing.
4. Pass Ditto drill sheet and have students mark correct answers.

STUDENT TASKS

__ Note taking
X Small group discussion
__ Library research
__ Book reports
__ Personal inquiry
__ Class discussion
__ Field trip
__ Reading
__ Essay writing
__ Socio-drama
X Role playing
__ Debate
__ Art work (maps
__ Other
__
__

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 (3) 4 5 INEFFECTIVE

WHY?

Several students suggested at the end of class that "this class is never long enough."

I feel that this lesson did influence the following attitudes:*
A. __ B. __ C. __ D. __ E. __ F. X G. __ H. __ I. __ J. X
*(See list on reverse side)

TEACHING RESOURCES

Blackboard

Cards

Ditto worksheets

EVALUATION OF STUDENTS

__ Quiz
X Formal test
__ Recitation
__ Student reports
__ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English **LESSON TITLE** Nouns and Modifiers **DURATION** 3 days

COGNITIVE OBJECTIVES

Recognize nouns and adjectives

Learn to write better sentences.

Start (and, or) encourage students to think about summer jobs.

ATTITUDINAL*

A. X
B. X
C.
D. X
E.
F.
G.
H.
I. X
J.

*(See list on reverse side)

LESSON FEATURES

Students read and demonstrate comprehension of material. Develop writing skill by writing complete sentences. Learn new vocabulary words.

TEACHER ACTIVITIES

Make transparency of a short story from The Jobs You Get. Read with class while projecting an overhead projector.

Provide ditto sheets with more questions.

Provide class with exercise to recognize nouns and modifiers. (English Workbook)

STUDENT TASKS

___ Note taking
X Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
___ Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY? Class participated in project enthusiastically. Enjoyed novelty of transparency-ditto story. Quite a lot of discussion about jobs students have had or would like to have.

I feel that this lesson did influence the following attitudes:*
A. X B. X C. __ D. X E. __ F. __ G. __ H. __ I. X J. __
*(See list on reverse side)

TEACHING RESOURCES

English Workbook -
The Jobs You Get - Turner Livingston Reading Series
Transparency - ditto sheet

EVALUATION OF STUDENTS

X Quiz
___ Formal test
X Recitation
___ Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE A Christmas Carol DURATION 3 Weeks

COGNITIVE OBJECTIVES

1. To gain an insight into the life and working conditions of the lower classes in Dicken's time.
2. To gain an appreciation for Dicken's style of writing.

ATTITUDINAL*

A. ____
B. X
C. X
D. X
E. ____
F. ____
G. ____
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Scrooge
Marley's ghost
Bob Cratchit
Cratchit's family
3 Spirits
People shown by spirit

TEACHER ACTIVITIES

1. Directs reading of story
2. Acts as moderator in group discussions
3. Assigns reports
4. Suggests topics for role-playing
5. Administers quizzes and final tests.

STUDENT TASKS

___ Note taking
X Small group discussion
X Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
X Reading
X Essay writing
___ Socio-drama
X Role playing
___ Debate
X Art work (maps
___ Other
___
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? The students were greatly impressed by the terrible working conditions in the 1800's as contrasted with those of today. Discussions in addition to those concerning the story proper centered around loyalty to employer, how to get along with a grouchy employer (or fellow employee), and the work-laws of today.

I feel that this lesson did influence the following attitudes:*
A. ___ B. ___ C. X D. X E. ___ F. ___ G. ___ H. X I. X J. X
*(See list on reverse side)

TEACHING RESOURCES

1. Individual copies of book.
2. Resource material on England in 1800's.
3. Film strip and records on Dickens.

EVALUATION OF STUDENTS

X Quiz
X Formal test
X Recitation
X Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Language Arts **LESSON TITLE** Words wear Uniforms **DURATION** 2 days

COGNITIVE OBJECTIVES

To discover that the form a word has (prefixes and suffixes) helps to identify the work that the word does.

ATTITUDINAL*

A. X
B.
C.
D.
E.
F.
G.
H. X
I.
J. X

*(See list on reverse side)

LESSON FEATURES

Picture of people wearing the clothing of their professions. Students should begin to see working people in a new light, that of dignified artisans whose contributions we could not do without.

TEACHING RESOURCES

Chalkboard

Pictures

Text - Discovering Your Language - Holt Rinehart Winston

TEACHER ACTIVITIES

1. Have students guess the occupations of each person in a number of pictures.
2. Make a transfer to word uniforms by learning word endings, forms, etc. By knowing these we can know the job each word does.
3. Divide into teams. Award points to team that successfully recognizes most word by their uniforms.

EVALUATION OF STUDENTS

___ Quiz
X Formal test
___ Recitation
___ Student reports
___ Student projects

STUDENT TASKS

X Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
X Listening
X Viewing

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

Students became excited about recognizing people's jobs by their clothing. Some wanted to carry this outside the classroom. Student adaptability was observed when we transferred from people to words.

I feel that this lesson did influence the following attitudes:*

A. X B. C. D. E. F. G. H. I. J. X

*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Classification of Jobs in terms of data, people and things DURATION 1-2 days

COGNITIVE OBJECTIVES

1. To teach the student how to classify jobs in terms of people data and things*

2. To make students aware that the job they choose should be compatable with their likes and dislikes along this line.

ATTITUDINAL*

A. X
B. X
C.
D. X
E.
F.
G.
H.
I.
J.

*(See list on reverse side)

LESSON FEATURES

A bulletin board featuring 25 or more people at different kinds of work

TEACHING RESOURCES

RMEL Essay #1
Bulletin Board

TEACHER ACTIVITIES

1. Present and discuss this idea of classification.
2. Ask students to explain why this concept would be important.
3. Using pictures on bulletin board, have students classify the various occupations chosen as well as any they may think of.
4. Have students present ideas on which classification applies to them and which jobs they might choose in terms of this classification.

EVALUATION OF STUDENTS

___Quiz
___Formal test
___Recitation
___Student reports
___Student projects

STUDENT TASKS

___Note taking
___Small group discussion
___Library research
___Book reports
___Personal inquiry
___Class discussion
___Field trip
___Reading
___Essay writing
___Socio-drama
___Role playing
___Debate
___Art work (maps
___Other
___
___
___

CLARIFY:

*After reading Essay #1 on the spur of the moment, I decided to include at least a day's discussion on the topic into the work we were then doing. The concept was well worth bringing to mind. More planning and preparation would improve its effectiveness.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? The students beg me to spend more time discussing the occupations shown on the bulletin board. I even find them spending class breaks looking at and discussing the occupations shown. They eagerly identified with one of the classifications and were eager to talk about the jobs suited to them. Many more

(See Back)

I feel that this lesson did influence the following attitudes:*

A. XB. C. D. XE. F. G. H. I. J.X

*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION

things could be done along this line with written work and projects, but I felt successful after only pursuing the topic through oral discussion. The next time I use this lesson plan I will allow more time and include more activities.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Personification DURATION 2 days

COGNITIVE OBJECTIVES

1. To teach the meaning of personification.
2. To teach how to personify.
3. To teach that one must seek for success in life, in a job, etc., by being as prepared as possible in every way.

ATTITUDINAL*

A. ____
B. Any or all of these
C. ____
D. ____
E. ____
F. ____
G. ____
H. ____
I. ____
J. ____

*(See list on reverse side)

LESSON FEATURES

A bulletin board showing various vegetables trying out in various jobs, but being turned down because they weren't quite up to par in some way or other.

TEACHER ACTIVITIES

1. Define and discuss meaning of personification.
2. Refer to and discuss pictures on bulletin board.
3. Discuss the reasons behind the pictures and failures on jobs in real life.
4. Have class suggest a story to go with one of the pictures--do it orally with members of the class at random continuing the story.
5. Assign each student to write his own story to go with one of the pictures.

(See Back)

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
___ Reading
X Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? The meaning of personification was readily grasped (at least this one phase of it) and the stories written by the students suggested evidence of several of the attitudes in the vegetable character. It was interesting to find that after the vegetable failed in the career pictures that most of the stories (See Back)

I feel that this lesson did influence the following attitudes:*

A. B. C. D. E. F. G. H. I. J.

*(See list on reverse side)

Several depending on circumstances in story.

TEACHING RESOURCES

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
___ Student reports
___ Student projects
X Stories

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION

took the character through an improving period and he ended up a success at some other job.

TEACHER ACTIVITIES

6. Read the stories aloud and discuss several in terms of success and of personification.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English (Language Arts) LESSON TITLE Common and Proper Nouns DURATION Parts of two English periods

COGNITIVE OBJECTIVES

1. Review of nouns (common and proper)
2. To help some students see more clearly the difference between common nouns and pronouns
3. To become more familiar with local occupations and names of local business places and persons.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X?
F. X
G. X
H. X?
I. X
J. X?

*(See list on reverse side)

LESSON FEATURES

1. List of occupations in Meridian area (common nouns)
2. List of business places in Meridian area - and
3. List of people involved in these occupations or at this place of business (#2-3 proper nouns)

TEACHER ACTIVITIES

Lead students in discussion of local occupations (things), local businesses (places), and local workers (persons). To teach the meaning of a noun - a word that names a person, place, or thing.

Let students work together and with help of telephone directory make a chart. (Example, see back)

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
___ Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___
___

CLARIFY:

See Back

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? Students became aware of the many occupations in our small community. They learned about people and business places they didn't know were here. They discussed their parents and their types of jobs. They talked of their own future plans. This was another introductory activity to our special assignment for (See Back)

I feel that this lesson did influence the following attitudes:*

A. X B. X C. X D. X E. ? F. X G. X H. ? I. X J. ?

*(See list on reverse side)

TEACHING RESOURCES

Parents
Telephone Directory
Map of City
Student discussions

EVALUATION OF STUDENTS

X Quiz*
___ Formal test
X Recitation
___ Student reports
___ Student projects

(See back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION

December and January -- Occupations in Meridian Area (Groupwork)

EVALUATION OF STUDENTS

_X_ Quiz* On quiz following this activity, students no longer underlined pronouns as common nouns (as many had done previous to the activity)
_X_ Group Projects (Follow-up)
_X_ Group Reports

TEACHER ACTIVITIES

Occupations in Meridian	Business Place	People (employers and employees)
1. Barber	Roy's Barber shop	Roy Alger
2. Merchant	Bowen's Market	Louis Bowen

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Book Report DURATION Assigned book reading-writing of report-1 period

COGNITIVE OBJECTIVES

Read library book for pleasure, as well as an awareness of the main character through attitudes.
Follow-up of the first book report, using attitudes.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. XX
G. X
H. X
I. X
J. X
*(See list on reverse side)

LESSON FEATURES

Children review attitudes and determine those possessed by their character and those lacking - if any.

TEACHER ACTIVITIES

1. Assign book report on topic Sports and Adventure (could be any topic)
2. Take class to library to select books
3. Book Report
   1. Name of book
   2. Author
   3. Characters - brief description of each
   4. Setting
   5. Discuss attitudes that helped your character (Discuss examples before writing begins)
   6. Discuss attitude or attitudes

(See Back)

STUDENT TASKS

X Note taking
__ Small group discussion
__ Library research
X Book reports
X Personal inquiry
__ Class discussion
__ Field trip
__ Reading
__ Essay writing
__ Socio-drama
__ Role playing
__ Debate
__ Art work (maps
__ Other
__
__
__

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? Reading the reports pleased me considerably because the students used specific examples to illustrate the attitudes. This indicated, to me, they understood what the attitudes meant and I thought their ideas were good. They used more attitudes than I had anticipated. I'm glad they could evaluate and

(See Back)

I feel that this lesson did influence the following attitudes:*
A. X B. X C. X D. X E. X F. X G. X H. X I. X J. X
*(See list on reverse side)

TEACHING RESOURCES

Library - Selection of library book.

EVALUATION OF STUDENTS

__ Quiz
__ Formal test
__ Recitation
__ Student reports
__ Student projects
__ Written book rpt

CLARIFY:

My first assigned book report, using attitudes, was enthusiastically received by y classes. I thought a follow-up, of the basic idea, presented simply, was due, at this time. Awareness of the attitudes and becoming aware of attitudes they are lacking or

(See Back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION

look at their characters broadly, rather than too critically. My book report response is better this year than ever before. The children seem to read their books more thoroughly. They're more informed.

STUDENT TASKS
CLARIFY:

could develop. Children like to criticize. It's good to have the reverse. Discovering failings in ourselves, by ourselves, and working to improve them.

TEACHER ACTIVITIES

your character didn't have. Did this affect his life? If so, how?
4. Reports written in class and handed in.

P.S. All 90 children hoped their book reports would be sent to RMEL so there was pride in accomplishment. Also a 100% turn-in of reports. I am not sending all of them, however!

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Life Aspirations DURATION 2 days

COGNITIVE OBJECTIVES

To understand Emily Dickinson's poem "We Never Know How High We Are". To apply it to their own lives.

To recognize their own worth.

ATTITUDINAL*

A. X
B.
C.
D. X
E.
F.
G. X
H. X
I. X
J.

*(See list on reverse side)

LESSON FEATURES

1. Reading and discussing the meaning of the poem.
2. Having each person think about his own accomplishments and not under-estimate them.
3. Recalling the feeling one gets after accomplishing some task.

TEACHER ACTIVITIES

1. Leading the students into discovering the meanings of the poem.

2. Reading their themes and evaluating their discussions.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
___ Reading
X Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
X Other Self-evaluating
___
___

CLARIFY:

The student's big task here was to realize that he has personal worth and is able to accomplish goals in his life almost daily. He had to recognize his accomplishments and appreciate them.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? Ninety percent of the students were able to recognize that they had accomplished worthwhile tasks which did give them a sense of accomplishment and pride in work well done. They were also able to recognize that they would accomplish as much in life as their goals would allow. They saw the necessity

(See Back)

I feel that this lesson did influence the following attitudes:*

A.X B.__ C.__ D.X E.__ F.__ G.X H.__ I.X J.__

*(See list on reverse side)

TEACHING RESOURCES

Poem: Emily Dickinson's "We Never Know How High We Are."

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
X Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION

for setting high life aspirations. Their sense of accomplishment inspires them with a desire to achieve and to work. This was apparent in their desire to write and tell about their accomplishments.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Limericks DURATION 2 days

COGNITIVE OBJECTIVES

Awareness of attitudes necessary in the "world of work" as well as in the "world of school"

Limericks as a form of non-sensical humor.

ATTITUDINAL*

A. ____
B. ____
C. ____
D. ____
E. X
F. ____
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Develop a limerick accompanied by an illustration, depicting one or more of the attitudes of the "world of work"

TEACHER ACTIVITIES

1. Review attitudes discussing the need of them in our daily living.
2. Outline to children the lesson idea- "You have a place of business and you want to hire any number of employees" - You want a catchy limerick and illustration depicting attitudes in the "world of work"
3. Review limerick form - 5 lines, etc.
4. Next day children read limericks, show illustrations and discuss.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
X Personal inquiry
X Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
X Art work (maps
___ Other
___
X Writing a limerick
___

CLARIFY:

What better way to help children become aware of attitudes, in general, than through a practical application of them. They enjoy writing limericks, too, and they may become aware of attitudes they are lacking or could improve and I stressed "attitudes" in general

(See Back)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? Children enjoyed writing the limericks. They like the nonsensical patterns that develop. As we discussed attitudes given, they became more aware of them in daily living and realized their attitude was very important in every way. I stressed the attitudes in school carry over to the "world of work" in a few years. (See Back)

I feel that this lesson did influence the following attitudes:*

A.__ B.__ C.__ D.__ E.__ F.__ G.__ H.__ I.__ J.__

*(See list on reverse side)

TEACHING RESOURCES

Textbook
Other limerick books
Limerick pattern put on blackboard

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
___ Student reports
X Student projects

ATTITUDES

A. DESIRE TO WOR[K]
B. RESPONSIBILIT[Y-DEPENDABILITY]
C. LOYALTY
D. LIFE ASPIRATI[ONS]
E. APPRECIATION [FOR QUALITY]
F. VALUE OF COOP[ERATION]
G. PERSONAL SATI[SFACTION]
H. DIGNITY OF WO[RK WELL DONE]
I. PRIDE IN ACCO[MPLISHMENT]
J. ADAPTABILITY

POST LESSON EVALUATION

All the children were eager to read their limericks to the class.

STUDENT TASKS
Clarify:

are important - more so than grades!

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE The Franklin Stove DURATION 5 days plus time for reading biographies and reporting

COGNITIVE OBJECTIVES

To learn that it is the resourceful, energetic person who gains worthwhile goals in life.

ATTITUDINAL*

A. X
B. X
C.
D. X
E. X
F.
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

1. Students read "Ben and Me Invent the Franklin Stove".
2. Class discussion with teacher to see that it was Franklin who worked & was resourceful & gained from inventing the Franklin stove even though it stemmed from others ideas.
3. One student gives a report on Franklin stove.

(See Back)

TEACHING RESOURCES

Enclyclopedias for story of Franklin stove.
Resource employers to speak to class

TEACHER ACTIVITIES

1. Leads story discussion to help students see success gained through Franklin's resourcefulness.
2. Assign some student who volunteers to make report on Franklin stove.
3. Make list of suggested biographies for students to read.
4. Makes quiz to test their understanding.
5. Gets outside people to come in to talk about successful workers in their area and reason of success.
6. Corrects essays for ideas and mechanics.

EVALUATION OF STUDENTS

- X Quiz
- ___ Formal test
- X Recitation
- X Student reports
- ___ Student projects

STUDENT TASKS

- ___ Note taking
- ___ Small group discussion
- X Library research
- X Book reports
- ___ Personal inquiry
- X Class discussion
- ___ Field trip
- X Reading
- X Essay writing
- ___ Socio-drama
- ___ Role playing
- ___ Debate
- ___ Art work (maps
- ___ Other
- ___
- ___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY? The students were interested in reading stories of people who were inventive in being successful. They were interested to find out how extra money was earned at Geneva Steele for good ideas. However, some students were inclined to shrug and say "so what?"

I feel that this lesson did influence the following attitudes:*
A. B. C. D. E. F. G. H. I. J.
*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

LESSON FEATURES

4. All students write composition on "I Would Rather Be a Doer".
5. All students read biographies which show personal and successful through resourcefulness.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Various writing styles and points of view DURATION 4 days

COGNITIVE OBJECTIVES

1. Teach the concept that points of view vary in biographies.
2. Teach that there are many varied ways to approach writing a biography.
3. Acquaint students with the various styles.

ATTITUDINAL*

A. X
B. X
C. X
D. X (ANY OR ALL)
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Select examples of biographies about men in various fields of work. As student writes a biography, have him do it from an employer or fellow employee's points of view.*

TEACHER ACTIVITIES

1. Discuss the examples provided to show that biographies may be told from the point of view of a relative, an outsider, a person doing research years later, etc.
2. *Assign the students to read a biography already written on some famous character and then rewrite it from the viewpoint of the character's employer or fellow employee.
3. Read the students work orally in class & discuss in terms of original view points vs. employer's.

(See Back)

STUDENT TASKS

___ Note taking
___ Small group discussion
X Library research
___ Book reports
___ Personal inquiry
___ Class discussion
___ Field trip
X Reading
X Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___
___

CLARIFY:

**

This essay would be the biography which might be written from an unusual point of view as in "Ben and Me". Here the "me" might also be considered a fellow employee. The story of Thomas Edison as written by his friend who made candles or oil lamps.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY? I feel that this could be very effective in terms of influencing the world of work because the students would be putting themselves in the role of employers or fellow workers and thinking about famous characters in an entirely different light.

I feel that this lesson did influence the following attitudes:*
A. B. C. D. E. F. G. H. I. J.
*(See list on reverse side)

TEACHING RESOURCES

EVALUATION OF STUDENTS

___ Quiz
X Formal test
___ Recitation
___ Student reports
X Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

TEACHER ACTIVITIES

4. The best ones could be dramatized.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Literature LESSON TITLE Ch 3-Dominant Primordial Beast DURATION 2 days

COGNITIVE OBJECTIVES

Text "Call of the Wild"
Creating mood-calm, excitement, fear, threatening danger, expectation, discouragement, hopeless, impatience, etc.
Role of work: meaning from context.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X
*(See list on reverse side)

LESSON FEATURES

Wild husky dogs Spitz-dog team leader Buck, vying for leadership. Other members of the dog team - Dub, Dolly, Billee, Dave, Joe & Pike. Perrault and Francois, employee of the Canadian government. Refer to questions in teacher activities.

TEACHER ACTIVITIES

Discussion: 1. What damage was done by wild huskies? 2. How was Perrault prepared for emergencies? 3. List some sounds that might guide the dogs in hunting. 4. Define "pride of trail & trace". 5. Compare this attitude to the attitude of a conscientious human worker. 6. Do employers care about worker's attitudes, or are they interested only in skill? 7. How does a worker's attitude affect the way he feels during working hours? 8. How does it affect
(See Back)

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
X Personal inquiry
X Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
X Debate
___ Art work (maps
___ Other
X Listening
___

CLARIFY:
Discussion of questions led to a debate of sorts. This is leading to more personal inquiry into attitudes. Listening is always needed to be able to enter into discussion. (Cooperation)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? The students were interested in the book, they enjoyed the parallel of Buck's attitude to work and their own attitude to work. Some very interesting comments and discussion came of this. This discussion was not entirely finished, and will probably continue In the next class session.

I feel that this lesson did influence the following attitudes:*
A. X B. X C. X D. X E. X F. X G. X H. X I. X J. X
*(See list on reverse side)

TEACHING RESOURCES

Each pupil has his own paper back text

EVALUATION OF STUDENTS

X Quiz
___ Formal test
X Recitation
___ Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

TEACHER ACTIVITIES:

his performance? 9. His personality off the job? 10. Recall a job you have done with pride. 11. What affect had your pride upon the quality of your work? 12. Upon your general outlook? 13. It was part of Spitz's duty as lead dog to thrash sled dogs who blundered and shirked---" In what ways did Buck stir up trouble for Spitz, thus disturbing the smooth teamwork of the dogs? 14. What caused Buck to act as he did? 15. What had Spitz done to deserve such treatment? 16. Do you have a better opinion of Buck now, or a worse opinion? Why? 17. Explain the meaning of the Chapter title, "The Dominant Primordial Beast".

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Jacques Istel and George Rogers Clark DURATION 2 days

COGNITIVE OBJECTIVES

From the study of these biographies, the students are to learn about the outstanding characteristics of each character and to gain a better understanding of the personality and character traits needed for a person to be successful in life.
They are also to learn the feats that persons can accomplish against great odds if they have drive and determination.
A study of these characteristics should give them goals.

ATTITUDINAL*

A. X
B. X
C.
D. X
E.
F. X
G. X
H. X
I. X
J.

*(See list on reverse side)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? From a class of 30 students, only about 10 percent failed to do the assignment. Most of them, by the questions they asked or the responses they gave during the mock interview, showed they were trying to give responses or ask questions that would help their fellow students learn. Those who had pertinent
(See Back)

I feel that this lesson did influence the following attitudes:*
A. X B. X C. D. E. F. X G. X H. X I. X J.
*(See list on reverse side)

LESSON FEATURES

The idea in this lesson was to assign parts of the class to read one of the stories, the other to read the other story. Only by a good presentation could the other half of the class really understand the story they had not read. Therefore, each group was dependent upon the other to have a total understanding of the
(See Back)

TEACHING RESOURCES

Short biographies of Jacques Istel and George Rogers Clark. A quiz on the biographies which indicate how well the students understood the material presented.

TEACHER ACTIVITIES

1. Makes the reading assignment. Assigns certain groups to be prepared to take the role of the subject of the biography or to be an interviewer.
2. Acts as moderator the next day when these interviews are being held orally.
3. Judges the individual performance of the oral presentations
4. Notes the effects of such an activity on the student's learning and retaining the information.
5. Notes the effect such an assignment has on the dependability of students as well as reaction to it

EVALUATION OF STUDENTS

X Quiz
Formal test
X Recitation
X Student reports
Student projects

STUDENT TASKS

Note taking
Small group discussion
Library research
Book reports
Personal inquiry
Class discussion
Field trip
X Reading
Essay writing
Socio-drama
X Role playing
Debate
Art work (maps
Other
X Listening

CLARIFY:

The students had a special task in this assignment to think and deduce from the biographical items they read as to the personality traits and characteristics of the individual. They had to be able to think as the person in the biography would think and explain how they would
(See Back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION	LESSON FEATURES	STUDENT TASKS CLARIFY:
questions were willing to ask them and tried to take the extra seat for the opportunity. By acting as the person and using first-person responses, they caught on to the play acting and showed pride, personal satisfactions and dignity of work well done. On the quizes, some of the listeners gained better scores than those participating in their own story. This showed that the drama, at least, had been effective and that the presentations had been successful. Each child's response to take a part showed his desire to work and cooperate and his dependability to fulfill an assignment. Personal satisfaction showed in their enjoyment of the drama.	characters presented in the biographies. In making a presentation the students realized the necessity for cooperation if they were all going to learn. They <u>needed</u> to help each other.	react to certain circumstances. They did this either by being called upon to <u>be</u> this person, or to be an interviewer of the person and had to be prepared to do the task.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Applying for a job interview DURATION Several days

COGNITIVE OBJECTIVES

Follow-up to job application.

Interview--importance of first impression on a possible employer.

What should you do to prepare yourself? What is the employer looking for?

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

All attitudes are important in the interview. One wants to put "his" best foot forward and make a good impression. Guidance teacher give introduction to being interviewed for a job. Form groups of 4.

TEACHER ACTIVITIES

1. Mr. Whittington, Guidance Counselor, gives background for job interviewing.
2. Children refer to material on jobs.
3. Organize into 7 groups, 4 people to a group.
4. Select an "employer". The other 3 will apply for a job.
5. Role-playing - decide on job they're applying for. Questions, about the job and you, employer may ask, questions you may may ask about the job. You must be happy in the employment to do a good job.

(See Back)

STUDENT TASKS

- X Note taking
- X Small group discussion
- ___ Library research
- ___ Book reports
- X Personal inquiry
- X Class discussion
- ___ Field trip
- X Reading
- ___ Essay writing
- ___ Socio-drama
- X Role playing
- ___ Debate
- ___ Art work (maps
- ___ Other
- ___
- ___
- ___

CLARIFY:

By planning possible interview situations, children become aware of qualities necessary in applying, acquiring and holding a job. Children took notes from the guidance counselor class discussion before the lesson was begun, materials at hand to read and research for

(See Back)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? Children enjoyed their group situations - referred to reference material - good mixings of groups - they asked me excellent questions showing their interest in the project. 7 interviews were given - each interview was planned and presented nicely - the children were enthusiastic and interested in this project. (See Back)

I feel that this lesson did influence the following attitudes:*

A.__ B.__ C.__ D.__ E.__ F.__ G.__ H.__ I.__ J.__

*(See list on reverse side)

TEACHING RESOURCES

Guidance Counselor
Job Materials
Notes

EVALUATION OF STUDENTS

- ___ Quiz
- ___ Formal test
- ___ Recitation
- ___ Student reports
- X Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION

We used these interviews for audio-video taping through RMEL and our consultants, Barbara Crebo. The children selected 3 groups to participate. The children were thrilled about putting their interview situations on tape. We had 2 practice lessons and the enthusiasm ran high.

TEACHER ACTIVITIES

6. Class picks most qualified candidate for job.

STUDENT TASKS

Clarify:

role playing situation.

Form groups. Decide what to do. Form questions. Prepare for presentation to the class. Class decides which of 3 applicants is most qualified.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Business Letter DURATION Few minutes each day for several days

COGNITIVE OBJECTIVES

Eliminate letter writing as an assignment only. Select Ad from Newspaper

Letter writing serves a useful purpose.

Need of knowing proper letter writing is important in the world of work.

Most youngsters don't know the first thing about applying for a job

ATTITUDINAL*

A. X
B.
C.
D.
E. X
F.
G. X
H. X
I.
J. X

*(See list on reverse side)

LESSON FEATURES

Our unit on letter writing can be boring if presented all at one time. Children don't fully realize the importance of writing letters properly, for their own benefit.

(This is preliminary to Plan II which follows)

TEACHER ACTIVITIES

1. Bring job employment ad from the newspaper (can be kind of work they'd like in the future - or, one they couldn't do but would like to know more about)
2. Paste ad at top of paper corner
3. From Guidance, I acquired a wide assortment of job qualification materials. Give children chance to look material over.
4. Under ad list qualifications necessary for this job. Write first letter for interview on their own.

STUDENT TASKS

X Note taking
X Small group discussion
Library research
Book reports
X Personal inquiry
X Class discussion
Field trip
X Reading
Essay writing
Socio-drama
Role playing
Debate
Art work (maps
Other

CLARIFY:

Children took notes from job material. We discussed qualifications for different jobs. They discussed amongst themselves. By listing qualifications necessary for this particular ad, the children will become more aware of themselves and their

(See Back)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? All children brought their ads. They were curious as to why I wanted them to bring them. They were eager to look over the guidance material and there was interest as they talked amongst themselves. Many qualifications listed were sound.

I feel that this lesson did influence the following attitudes:*
A. X B. C. D. E. X F. G. X H. X I. J.
*(See list on reverse side)

(See Back)

TEACHING RESOURCES

Guidance Department

Job Material

Blackboard

EVALUATION OF STUDENTS

Quiz
Formal test
Recitation
Student reports
X Student projects

(See Back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION
Teacher Evaluation:

A. To find a job one can always use the paper.
E. By listing necessary qualifications, they became aware of what they would need to do the job.
G-H. One must be qualified to do the job or hold it.
J. If we want a job bad enough, we can adapt to some extent.

EVALUATION OF STUDENTS

Letters written after qualifications*
* No help given on the first letters
--Plan II follows

STUDENT TASKS
Clarify:

abilities, especially in the world of work.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Business Letter DURATION Several Days

COGNITIVE OBJECTIVES

Continue letter writing. Requirements in letter writing are important in the world of work. Your letter can be the deciding factor as to whether you will get the job or not.

ATTITUDINAL*

A. ____
B. ____
C. ____
D. ____
E. X
F. ____
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Using qualifications from previous plan - (Are you qualified) If so, write a letter asking for an interview.

Awareness that the world of work is a competitive place.

TEACHER ACTIVITIES

1. Discuss qualifications.
2. On the blackboard list necessary information letter should contain.
3. Go over business letter form, using book, stressing important points of letter form.
4. Have students compare their letter they wrote, Plan I (with ad)
5. Put a business letter on the blackboard.
6. Discuss important points, length, facts to the point, neatness, etc.

(See Back)

STUDENT TASKS

___ Note taking
X Small group discussion
___ Library research
___ Book reports
X Personal inquiry
X Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___
___

CLARIFY:

Discussing letters amongst themselves presents opportunities for self-evaluation, cooperation and improvement.

Having written this letter, children became aware, in many cases for the first time, the process of obtaining a job, the

(See Back)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY? At least my children will know how to go about applying for a job. They have become more aware of formality, neatness, competition and I stressed their interviews should be arranged at the convenience of the employer. I told them their manners were of utmost importance and consideration of the employer. Tact.

I feel that this lesson did influence the following attitudes:*

A. __ B. __ C. __ D. __ E. X F. __ G. X H. X I. X J. X

*(See list on reverse side)

TEACHING RESOURCES

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
___ Student reports
X Student projects

(See Back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION

E. Several letters done over and improved G,H,I. They want an interview. So they can present themselves in their best advantage, a well written letter is a good beginning.

J. Taking class criticism graciously and doing self-improvement.

TEACHER ACTIVITIES

7. Have children rewrite their first letter putting in corrections.
8. These letters checked by students in groups.
9. Rewrite corrected version in ink
10. First Step to Job employment.

EVALUATION OF STUDENTS

Writing several business letters-final one in ink

STUDENT TASKS

Clarify:

proper way. This is only the start. Our next plan deals with interviews. It will follow in a week or so.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Reading-Remedial LESSON TITLE Selection of Jobs DURATION 4 Weeks

COGNITIVE OBJECTIVES

Individual research on aspirations for future.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E.
F. X
G.
H.
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Identifying with persons now employed in type work student plans on seeking. Investigating the educational background needed or vocational training needed.

TEACHING RESOURCES

Library materials, employment office materials and guide to occupations

TEACHER ACTIVITIES

Obtain pamphlets, books and other materials on various occuptions. Assist in having each student select jobs within their particular educational abilities.

STUDENT TASKS

- X Note taking
- X Small group discussion
- X Library research
- Book reports
- Personal inquiry
- X Class discussion
- Field trip
- X Reading
- Essay writing
- Socio-drama
- Role playing
- Debate
- Art work (maps
- Other
- ~~X~~ Listening
-

CLARIFY:

Learning to adjust becoming adaptable to seeking jobs within their capabilities

EVALUATION OF STUDENTS

- Quiz
- Formal test
- X Recitation
- X Student reports
- Student projects
- X Group Reports

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

Judging group as a whole, the change shown by many when realization that educationally they could not fit into some positions - the gain in a realistic approach to a world of work.

I feel that this lesson did influence the following attitudes:*

A. X B. X C. D. E. F. X G. H. I. J. X

*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Composition on Occupations DURATION Possibly 3 days

COGNITIVE OBJECTIVES

I hope to teach composition skills as well as having the students learn something about the occupations in which they're interested. The lesson will also give the students some information concerning other occupations.

ATTITUDINAL*

A. ____
B. ____
C. X
D. X
E. ____
F. ____
G. ____
H. ____
I. X
J. ____

*(See list on reverse side)

LESSON FEATURES

People in their various occupations - what they do, what their salary is, etc.

TEACHER ACTIVITIES

I will explain the techniques of composition writing and have each student write a composition on his favorite choice of occupations. I'll accompany the class to the library for research.

STUDENT TASKS

X Note taking
__ Small group discussion
X Library research
__ Book reports
__ Personal inquiry
__ Class discussion
__ Field trip
X Reading
X Essay writing
__ Socio-drama
__ Role playing
__ Debate
__ Art work (maps
__ Other
X Listening
__

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

This lesson hasn't taken place yet so I can't fill this in.

I feel that this lesson did influence the following attitudes:*
A. B. C. D. E. F. G. H. I. J.
*(See list on reverse side)

TEACHING RESOURCES

Books about various occupations

EVALUATION OF STUDENTS

__ Quiz
__ Formal test
__ Recitation
X Student reports
__ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Language Arts LESSON TITLE Writing Letters DURATION 3 or 4 days

COGNITIVE OBJECTIVES

1. To teach proper method of letter writing - all kinds of social letters plus business letters.

2. Stress good penmanship.

3. To be used by students performing their tasks in our big unit.

ATTITUDINAL*

A. X
B.
C.
D.
E.
F. X
G.
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

What recipients expect in their letters.

Sample letters (finished product)

TEACHING RESOURCES

1. Sample business letters from our school office.

2. Sample friendly letters from voluntary students.

TEACHER ACTIVITIES

After use is taught I have students write their names and addresses on piece of paper. These are collected and exchanged. Each student then writes one kind of social letter to this friend. Envelope is drawn and properly addressed. Second day, fold letters correctly, then deliver. Students read for enjoyment first, then they are corrected - first by student (recipient) then by teacher.

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
X Recitation
X Student reports
X Student projects
X Group Projects

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
X Personal inquiry
X Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
X Role playing
___ Debate
___ Art work (maps
___ Other
X Listening
X Viewing

CLARIFY:

Actual business letters are written and mailed. Students share their replies.

Future projects for our unit.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? Letter-writing can be fun as well as useful. Unit was taught here to prepare students for their special project (occupations in Meridian) during November and December. Letters of all kinds are being written right now by students to resource people. Much information is being received. Enthusiasm is very evident.

I feel that this lesson did influence the following attitudes:*

A. X B. X C. X D. X E. X F. ___ G. X H. X I. X J. ___

*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Remedial Reading 7-9 LESSON TITLE Job Opportunities DURATION Several Class Periods

COGNITIVE OBJECTIVES

Awareness of jobs available and requirements for these.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

A study of jobs being done to publish newspaper. The value of attitudes involved and education or training required. Printers, typesetters, machine operators, writers, sports writers, advertising, clerical and personal, editing feature stories, distribution sales.

TEACHER ACTIVITIES

Plan library periods-use of Reader's Guide to periodicals. Research on jobs, education, and training involved. Plan field trip. Have newspapers available and discuss jobs needed. Plan personal visits to classroom of newspaper and also business men who relate importance of newspaper to their work.

STUDENT TASKS

- X Note taking
- ___ Small group discussion
- X Library research
- ___ Book reports
- X Personal inquiry
- X Class discussion
- X Field trip
- X Reading
- ___ Essay writing
- ___ Socio-drama
- ___ Role playing
- ___ Debate
- ___ Art work (maps
- ___ Other
- ___
- ___

CLARIFY:

Students do research on jobs required in newspaper office and plant. Inquire from personnel how they came to do what they do and training involved. Trip to plant and offices.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? Pupils are aware now of jobs offered and training and education involved in one very important area of community. Realize importance of attitudes in routine, time commitments, responsibility, and cooperation involved.

I feel that this lesson did influence the following attitudes:*
A. X B. ___ C. ___ D. X E. ___ F. X G. ___ H. X I. X J. ___
*(See list on reverse side)

TEACHING RESOURCES

Newspapers - personnel visits to class - visit to plant and offices to see men at work.

EVALUATION OF STUDENTS

- X Quiz
- ___ Formal test
- X Recitation
- X Student reports
- X Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English (Track 4 Class) LESSON TITLE Where There Are Dogs There Are Jobs DURATION 1 Hour

COGNITIVE OBJECTIVES

Description of available jobs and apprentice shops for people to work with dogs -
- Veterinarian (assistant)
- Dog trainer for shows
- Dog trainer for seeing eye
- Dog walker

ATTITUDINAL*

A. X
B. X
C.
D.
E.
F.
G. X
H.
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

People who are in training for jobs
- 3 men
- 1 woman

Statistics as to salaries advancement

Location of work possibilities

Relationship to other people

TEACHER ACTIVITIES

Direct discussion of possibilities in various occupations

STUDENT TASKS

- ___ Note taking
- X Small group discussion
- ___ Library research
- X Book reports
- ___ Personal inquiry
- ___ Class discussion
- ___ Field trip
- ___ Reading
- ___ Essay writing
- ___ Socio-drama
- ___ Role playing
- ___ Debate
- ___ Art work (maps
- X Other Fill out questionnaire on aptitudes and interests in dogs and people.

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*
A. B. C. D. E. F. G. H. I. J.
*(See list on reverse side)

TEACHING RESOURCES

Scope Magazine (Scholastic Publication)

EVALUATION OF STUDENTS

- ___ Quiz
- ___ Formal test
- X Recitation
- ___ Student reports
- X Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Language Arts (Reading) LESSON TITLE Local Occupations DURATION 2nd grading period November through December & January

COGNITIVE OBJECTIVES

1. Becoming familiar with local job opportunities.

2. Appreciating local talent (using both employers and employees as resource speaker)

3. Better knowledge of skills involved in various jobs.

4. To help students toward their own life aspirations.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY? Although we aren't half through the period of time allotted to this, I see every group really putting forth effort. Only about one-fourth of the groups have done anything orally yet, but all are collecting data, writing reports, visiting places of business, etc This project is going on in my 4 reading

(See Back)

I feel that this lesson did influence the following attitudes:*

A. X B. X C. X D. X E. X F. X G. X H. X I. X J. X

*(See list on reverse side)

LESSON FEATURES

1. Data collected by students in each group.
2. Charts and drawings made.
3. Written and oral reports.
4. Scrapbooks made
5. Taped interviews
6. Replies from letters shared with class.
7. Resource persons comments (employers and employees)

(See Back)

TEACHING RESOURCES

(Chaperones for field trip) Many books, pamphlets, letters, interviews resource people, recordings, film strips, overhead projector.

TEACHER ACTIVITIES

1. Based on occupational interests, leadership qualities, etc., small groups (3 or 4) have been organized.
2. Each group in each Reading Class (4 classes) is working on one particular occupation.
3. Time is allotted each week for groups to work together, report to secretary on what has been accomplished, and new tasks or suggestions made (secretary in each group keeps a diary of what is done by each member of her

(See Back)

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
X Student reports
X Student projects

(See Back)

STUDENT TASKS

X Note taking
X Small group discussion
X Library research
X Book reports
X Personal inquiry
X Class discussion
X Field trip
X Reading
X Essay writing
X Socio-drama
X Role playing
___ Debate
X Art work (maps
___ Other
X Listening
X Viewing
X Letter Writing*

CLARIFY:

* Letter-writing unit taught prior to beginning this special unit - Students are writing business letters for information, friendly letters to workers they know for information, or for inviting them to visit classes, or for permission to visit their place of business

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

LESSON FEATURES:

No doubt there's more to come. We're off to a good start and the above is what has already been done by some groups - will continue thru December and January.

TEACHER ACTIVITIES:

group) As chairman asks for a certain day for oral reports, panel discussions etc., I'll make classtime available.
5. Newspaper publicity concerning this project.

POST LESSON EVALUATION:

classes and there are from 7 to 9 groups in each class. I'm kept busy allotting time (making lesson-plan changes), keeping a record of oral work done, field trip days, resource people due, etc. Secretaries record all readings, drawings, written work, etc. The majority seems this interested and enthusiastic. Of course, there are always some who <u>never</u> seem to have adesire to work, never seem to appreciate quality, or take pride in accomplishment. However, I've tried to work these people into groups that contain at least <u>two strong</u> members. They seem to be able to influence these lazy ones more than a teacher can.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Reading (Remedial) LESSON TITLE Oral Reports (1st Person) DURATION One Week (not consecutive days)

COGNITIVE OBJECTIVES

Biographies of known individuals; sportsmen, politicians, pioneers, scientists, etc.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

I. Biography
A. Choose one of interest to student
1. Enables teacher to pinpoint an area of interest in student.
B. Look for influence of others in early life and education.
C. Relating desires and operations to current work and importance of individuals.
(See Back)

TEACHING RESOURCES

Library references
Biographies
Film available
Bulletin board
inspiration

TEACHER ACTIVITIES

Motivate student to identify with biography of important person through relating in 1st person and instruct to especially look for influences in early life and education. Requirement only to relate that which interests student with no definite amount of material assigned. Key importance found on attitude in relation to goals achieved.

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
X Recitation
X Student reports
X Student projects

STUDENT TASKS

X Note taking
___ Small group discussion
X Library research
X Book reports
___ Personal inquiry
___ Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
X Role playing
___ Debate
___ Art work (maps
___ Other

X Listening
X Viewing

CLARIFY:

Cooperation in use of library. Reading for information. Life aspiration in choice of biography and expression in 1st person.
Pride in accomplishment of some and others personal satisfaction in attaining goals.

(See Back)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? This is most effective because child is able to see how aspirations early in life, influence of others, education, and experience lead to importance later in life. The student also is able to see that contribution to others may be great or small and importance is not based on either but on individual! Contributions in First Person reporting make it more real

I feel that this lesson did influence the following attitudes:*

A. X B. X C. X D. X E. X F. X G. X H. X I. X J. X

*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

LESSON FEATURES	STUDENT TASKS CLARIFY:
II. Report in 1st person	Importance of assignment in identification through 1st person approach

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Reading (Remedial 9th) LESSON TITLE Columnists-Cartoonists, Correspondents DURATION 1 week

COGNITIVE OBJECTIVES

Extension of unit of work on editorials in newspaper.

Cartoonists, columnists, and correspondents.

Objections to learn why they arrived at current occupation.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Syndicated writers. Cartoonists, etc. biographies. Newspaper to study and compare method of presenting, slant, and impact as readers. Biographies to learn influence of others on early life-education, aspirations and attitudes which led to writing as they do. Directs students to find out why and

(See Back)

TEACHING RESOURCES

Variety of current newspapers and magazines, Radio, news programs, TV, Biographies-Library

TEACHER ACTIVITIES

Acquaint student with important names in newspaper writers - Bill Mauldin and Herblock- Cartoonists Grant and Crockett - editorial D. Pearson, S. Porter, A. Landers J. Anderson, H. Cruse A. Buchwald. D. Brinkley, J. Thurber, etc. Study of references to know individual. Student directed to look for early attitudes and aspirations to achieve goal.

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
X Recitation
X Student reports
X Student projects

(See Back)

STUDENT TASKS

X Note taking
___ Small group discussion
X Library research
X Book reports
X Personal inquiry
X Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
X Other Newspapers Researched
X Listening
___

CLARIFY:

1. Importance of this unit is to develop ability to differentiate between editorialists and feature writing works
2. Importance of unit is to direct student to find out how and why writer's life has led them to write as they do and

(See Back)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? All attitudes are critically involved in study of people - the influence of others on early life-education and contribution to people and communities. Better understanding of mass media, format of newspapers, and value of editorializing and forming opinions and views plus an awareness of involvement in current happenings lead to job and life aspirations.

I feel that this lesson did influence the following attitudes:*

A. X B. X C. X D. X E. X F. ___ G. X H. X I. X J. X

*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

LESSON FEATURES

how present occupations attained.

EVALUATION OF STUDENTS

X Group reports
X Group projects

STUDENT TASKS
Clarify:

express views they do. Their impact on life, reflection of life patterns, and put in proper perspective.

SUNDICATED WRITERS AND COLUMNISTS

1. Bill Maulden (cartoons
2. Herblock (cartoons)
3. David Brown (AP)
4. Drew Pearson
5. Jack Anderson
6. Sylvia Porter
7. Ann Landers
8. Lou Grant (Cartoons)
9. Heloise Cruse
10. Sydney Harris
11. G. Crockett (Cartoons)
12. Joseph Coyne
13. Dr. Joseph Molner
14. Art Buchwald
15. Melville Grosvenor
16. Robert White
17. David Schoenbrun
18. Robert Trout
19. David Brinkley
20. James Thurber
21. Abigail Van Buren
22. Manfred George
23. Vance Trimble

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Reading LESSON TITLE Drugs DURATION 2 weeks

COGNITIVE OBJECTIVES

Reader's Digest, Dec. 1968
1. But, Mom, Everybody Smokes Pot.
2. Coming: Action to Reduce Cigarette Smoking.
3. Articles from current state news.

ATTITUDINAL*

A.____
B. X
C.____
D. X
E.____
F. X
G. X
H.____
I.____
J.____
*(See list on reverse side)

LESSON FEATURES

Controversy in Modern Life.
Reaction of the class in the two opposite points of areas.
Opinions from the legal point of view an and the medical point of view.

TEACHER ACTIVITIES

1. Arrange committees so that the topic will be approached from two points of view.
2. Appoint chairman to make arrangements for interviews with a doctor and a lawyer.
3. Direct attention to articles in news that are dealing with such cases at the present time.
4. Supervise the group in deciding good questions to ask during the interview.
5. Discussions on organizing material to tape for use in the next class.

STUDENT TASKS

X Note taking
X Small group discussion
__ Library research
__ Book reports
X Personal inquiry
X Class discussion
__ Field trip
X Reading
__ Essay writing
__ Socio-drama
__ Role playing
__ Debate
__ Art work (maps
__ Other
__
__
__

CLARIFY:

The group was to collect information on the very controversial issue confronting young people today - they approached it from the legal point of view - penalties for using - medical point of view - effects on health - physically and psychologically. They taped their findings for the

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*
A.__ B.X C.__ D.X E.__ F.X G.__ H.__ I.__ J.X
*(See list on reverse side)

TEACHING RESOURCES

EVALUATION OF STUDENTS

__ Quiz
__ Formal test
__ Recitation
__ Student reports
__ Student projects
(See Back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

STUDENT TASKS

CLARIFY:

next class to hear and discuss.

EVALUATION OF STUDENTS

X Group Reports
X Taped for the next class

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Reading LESSON TITLE Jobs in Future DURATION 2 class periods

COGNITIVE OBJECTIVES

Presentation of attitudes and impact on job selection, opportunity, and aptitude.

ATTITUDINAL*

A._____
B._____
C._____
D._____
E._____
F._____
G._____
H._____
I._____
J._____

*(See list on reverse side)
(See Back)

LESSON FEATURES

1. Thinking about jobs and why work.
2. Presentation of attitudes.
3. Discussion and understanding of attitudes.
4. Application of attitudes in job getting, selection, applying, and aptitudes.

TEACHER ACTIVITIES

1. Present transparency and discuss with class relating to reasons for job getting and what to do and what is available and education involved.
2. Present attitudes discuss and be sure of thorough understanding of each.
3. Present transparencies and discuss rights and wrongs of job application.
4. Present transparencies and discuss rights and wrongs for keeping job and doing well on job.

STUDENT TASKS

- X Note taking
- X Small group discussion
- __ Library research
- __ Book reports
- __ Personal inquiry
- X Class discussion
- __ Field trip
- __ Reading
- __ Essay writing
- __ Socio-drama
- X Role playing
- __ Debate
- __ Art work (maps
- __ Other
- __
- __
- __

CLARIFY:

These are preliminary discussions leading toward various other aspects of job getting and attitudes involved These would include aptitude tests, discussions, newspaper ad reading, employment interviews, application, etc.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY?

Excellent way to motivate students into importance of study of attitudes and their role in job getting and keeping jobs.

I feel that this lesson did influence the following attitudes:* (See Back)
A.__ B.__ C.__ D.__ E.__ F.__ G.__ H.__ I.__ J.__
*(See list on reverse side)

TEACHING RESOURCES

OV Projector and transparencies prepared in advance for discussion.

EVALUATION OF STUDENTS

- __ Quiz
- __ Formal test
- X Recitation
- __ Student reports
- __ Student projects

(See back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION	COGNITIVE OBJECTIVES Attitudinal	EVALUATION OF STUDENTS
Introduction to all attitudes and understanding of these.	Introduction to all attitudes regarding job getting.	Student involvement in thorough discussion of this introduction to jobs and attitudes.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English **LESSON TITLE** Sources of Information on Jobs **DURATION** One period

COGNITIVE OBJECTIVES

To show students where they can find sources of information on different kinds of jobs, and how to help themselves in making decisions about their future jobs.

ATTITUDINAL*

A. ____
B. ____
C. ____
D. X
E. ____
F. X
G. ____
H. ____
I. ____
J. ____

*(See list on reverse side)

LESSON FEATURES

A discussion by the guidance counselor on: "Knowing Yourself", "Deciding on the Job Family" and "Some Sources of Information on Different Kinds of Jobs"

TEACHER ACTIVITIES

This lesson is a follow-up to the one on job interviews. The guidance counselor served as a resource man for their discussion and brought resource material to show the students how to investigate individual jobs as to availability, training required, and salary potential.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

Students were encouraged to ask questions of the resource person.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? Students were attentive during the talk by the guidance man and with their questions after the talk. Many plan to visit his office and get more information on particular jobs.

I feel that this lesson did influence the following attitudes:*
A. x B. __ C. __ D. x E. __ F. x G. __ H. __ I. __ J. __
*(See list on reverse side)

TEACHING RESOURCES

1968-69 Occupational Outlook Handbook
Department of Labor pamphlets

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
___ Student reports
___ Student projects
(See Back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

EVALUATION OF STUDENTS

Follow-up discussion

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English LESSON TITLE Interviews DURATION One period

COGNITIVE OBJECTIVES

This lesson attempts to emphasize the responsibility of the employer in hiring an employee, and the desirable qualities common to all job applicants. It is directed toward the students' own discovery of what attitudes are desirable.

ATTITUDINAL*

A. X
B. X
C.
D. X
E.
F. X
G.
H.
I.
J.

*(See list on reverse side)

LESSON FEATURES

The lesson features an imaginary situation in which each child, due to an emergency absence of his parents, is called upon to take full responsiblity in the hiring of a person. Appointments for interviews have been set up and parents have left child with some instructions as to the kind of qualities desired in the employee.

TEACHER ACTIVITIES

The class counts off by 4's, one number being the interviewer, others interviewed. The job may be for a housekeeper, secretary yard man, or someone the study may suggest from his own knowledge of his father's true business or profession Volunteer applicants are chosen by the interviewer, 3 for each job, but pupils can only be interviewed once. "Employer" makes a choice and gives reasons.

STUDENT TASKS

___Note taking
___Small group discussion
___Library research
___Book reports
_X_Personal inquiry
_X_Class discussion
___Field trip
___Reading
___Essay writing
___Socio-drama
_X_Role playing
___Debate
___Art work (maps
___Other
___
___

CLARIFY:

Interview questions are prepared in advance, but answers are unrehearsed.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

Because of its relative nature. This was the world of work or a phase of it acted out. The application of attitudes was less abstract than in some forced situations.

I feel that this lesson did influence the following attitudes:*
A. X B. X C. __ D. __ E. __ F. X G. __ H. __ I. X J. __
*(See list on reverse side)

TEACHING RESOURCES

Job pamphlets and Occupational Outlook Handbook

EVALUATION OF STUDENTS

___Quiz
___Formal test
___Recitation
___Student reports
___Student projects

(See Back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

EVALUATION OF STUDENTS

Follow-up discussion

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English **LESSON TITLE** Relationship **DURATION** 1 semester

COGNITIVE OBJECTIVES

To understand how a person's point of view affects his actions. To understand what employers expect of employees.

ATTITUDINAL*

A. X
B. X
C. X
D. X
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

The setting up of the grading system on an employer-employee basis to be used in all phases of the English program. Attached sheet gives information on kind of rewards given.

TEACHER ACTIVITIES

Explains the employer-employee relationship. Reminds students of opportunities. Accepts and uses student ideas. Organizes the various projects for class time. Acts as employer in determining the amount of pay the student can receive. Makes charts which show what each student is earning in respect to others. Also, it shows the specific areas in which he has earned.

STUDENT TASKS

- X Note taking
- X Small group discussion
- X Library research
- X Book reports
- X Personal inquiry
- X Class discussion
- X Field trip
- X Reading
- X Essay writing
- X Socio-drama
- X Role playing
- X Debate
- X Art work (maps
- X Other (See Back)
- X Listening
- X Viewing

CLARIFY:

Under this system the teacher allows the students to decide how materials will be taught and rewards him for his creativity. The students also create the tests.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 (3) 4 5 INEFFECTIVE

WHY? So far, I feel that this program is very encouraging to about one-third of the students. Each of them has been involved in at least one report. About one-third of them have given creative ideas. Many of these are not the smartest students either. Many have created quizzes and several have tried to correct

(See Back)

I feel that this lesson did influence the following attitudes:*

A. B.X C.X D.X E.X F.X G.X H.X I.X J.

*(See list on reverse side)

TEACHING RESOURCES

All English books, film strips, and blackboard.

EVALUATION OF STUDENTS

- X Quiz
- X Formal test
- X Recitation
- X Student reports
- X Student projects

(See Back)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION

papers. They all seem to enjoy the method more. It will remain to be seen how many will try harder after receiving low grades, for they are given only that which they have earned. Receiving a failing grade is comparable to being fired.

EVALUATION OF STUDENTS

X Group Reports
X Group Projects

STUDENT TASKS

X Creating lesson plans to carry out class activities

Money (points) you can earn.

Language Mechanics

Exercises worked and corrected in class----------$2 a piece
Review exercises----------$? according to points
Write up a test or exercise for class use of 10 questions--$10 a piece (minus $1 for each unusable sentence)

Green Grammar

Each chapter----------$50
Suggested projects for carrying out learning in chapter (alone or in groups)----------$5 per suggestion
Working problems----------$10 per allowable problem successfully worked.

Composition

Ideas for compositions in conjunction with green grammar and literature----------$5-10 per workable idea accepted by employer
Compositions----------up to-----$25 per composition
Money deducted for mistakes. Papers to be corrected according to plan already given.
Correcting classmates compositions----------$2 a paper

Literature

Reading assigned stories and showing by short composition or test that you understood it----------$10
Directing a class discussion successfully (determined by employer) through use of questions or other methods up to----------$25
Reports pertaining to the literature (prearranged with employer)----------up to-------$25
Bulletin boards relating to anything in class and section--$10

Outside Reading

A Books----------$40
B Books----------$30
C Books----------$20

Penalties or fines

1. Sloppiness or compositions in pencil----------$5
2. Careless or thoughtless work----------$10
3. Noisiness in class----------up to-------$10
4. Lateness in doing work----------$10

Under this program, you will gain what you earn. You may not duplicate any points in the same category until you have filled an assignment in each of the other areas. This is, unless the class as a whole is assigned. You may discuss your work with your employer if you feel that you have not been justly treated, but remember that the employer has a right to fire you if your complaints are not valid or if your work is not satisfactory.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English II **LESSON TITLE** Book Report **DURATION** 1 term

COGNITIVE OBJECTIVES

Students were to read book length biography or autobiography and report on it to the class as assigned

ATTITUDINAL*

A. ____
B. X
C. ____
D. ____
E. X
F. ____
G. ____
H. ____
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

I hoped that the students would recognize in the person they read about some of the admirable qualities of a successful person. In reporting they had to adapt themselves to a new situation since they reported in the first person as though the life they read about had been their own.

TEACHER ACTIVITIES

Make the assignment and evaluate the reports (See back of this sheet) for the material the students were expected to discuss in their reports.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
___ Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
X Role playing
___ Debate
___ Art work (maps
___ Other
___
___
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY? Most of the students have given well-prepared, informative reports. (They are not allowed to read their reports). A few haven't even used notes.) They initially had the responsibility of setting up their own reporting times. Some did. Most didn't, and I had to schedule their times for them.

I feel that this lesson did influence the following attitudes:*
A.__ B.__ C.__ D.__ E.__ F.X G.__ H.__ I.X J.X
*(See list on reverse side)

TEACHING RESOURCES

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
X Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

Your name _____Your score out of fifty_____

1. Who are you?
2. When did you live?
3. What was your claim to fame--your contribution to society?
4. What effect did your childhood years have on your success?
5. What did your family contribute to your success?
6. What other people were instrumental in shaping the course of your life?
7. What were some of the difficulties you encountered in your rise to fame? How did you face them?
8. Review for us one particular incident from your life which was particularly interesting, humorous, or significant.
9. If you had your life to live over, how would you change it?

Preparation:

Delivery:
Time:

Costume or props:

Other comments:

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Language Arts LESSON TITLE Finding Books DURATION 40-50 Minute Period

COGNITIVE OBJECTIVES

Students can find books according to author, title, or subject through use of the card catalog.

Students become aware of book arrangements on shelves (Dewey Decimal System).

Key word identification and use.

ATTITUDINAL*

A. X
B. X
C.
D.
E. X
F. X
G. X
H. X
I. X
J. X

*(See list on reverse side)

LESSON FEATURES

Famous authors -- fiction and non-fiction

Dewey's contribution

Call and class numbers

Key words

Title, author and subject cards.

TEACHER ACTIVITIES

1) With help of the librarian, prepare a list of interesting titles, authors, and subjects (6 of each)

2) Mimeograph a "coupon" as illustrated on back.*

3) Supervise a group of 5-6 students in library (others are working on various library research worksheets).

4) Distribute coupons after brief explanation.

STUDENT TASKS

X Note taking
__ Small group discussion
X Library research
? Book reports
__ Personal inquiry
__ Class discussion
X Field trip Public
X Reading Library
__ Essay writing
__ Socio-drama
__ Role playing
__ Debate
__ Art work (maps
X Other Finding
__ books on shelves
__ and replacing
__ them.

CLARIFY:

1) Students use information on "coupon" to look up book in card catalog.

2) Students fill out information on "coupon and find book on shelf

3) Students show book to teacher and/or librarian and replaces it correctly on shelf.

(See Back)

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

Students were proud of accomplishing a task that was their's alone to work out. They were anxious to find any and every type of book, often checking out the interesting books. Since other students were using the card catalog, they had to cooperate and maintain the quiet atmosphere.

I feel that this lesson did influence the following attitudes:*

A. X B. X C. __ D. __ E. __ F. X G. X H. X I. X J. X

*(See list on reverse side)

TEACHING RESOURCES

School or public librarian and library

EVALUATION OF STUDENTS

X Quiz
__ Formal test
X Recitation
__ Student reports
X Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

* Title: Paintbox Summer

Author:_____

Call Number: _____

Fiction:_____ Non-Fiction: _____

Author: Jack London

Title: _____

Call Number: _____

Fiction: _____ Non Fiction: _____

Subject: Horses

Title: _____

Author: _____

Call Number: _____

Fiction:_____ Non-Fiction: _____

Prepare 6 different coupons

STUDENT TASKS

CLARIFY:

They may check out books they find or any others of interest

Name _____
Score _____

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Language Arts **LESSON TITLE** The Shovel Man **DURATION** 3 days

COGNITIVE OBJECTIVES

To discover that people basically want to work and that formal preparation, as well as experience, help to qualify a person for a job.

ATTITUDINAL*

A. X
B.
C.
D.
E.
F.
G.
H.
I. X
J.

*(See list on reverse side)

LESSON FEATURES

You are going to travel across the country next summer. How will you go? Students will suggest possible means of travel. Discuss how these methods of travel are available to us. Men's work has made these possible. Concentrate on the automobile. How would auto function without roads?

TEACHER ACTIVITIES

1) Students will read "The Shovel Man" p. 170 Text.
2) Class discussion
   a. who was main character?
   b. why did you like him?
      1. Because of the work he did.
      2. He wanted to work as a shovel operator.
      3. He had skills.
      4. He provided roads for us to travel.
3) How do you contribute or how will you contribute to others-write a paper.

STUDENT TASKS

___ Note taking
X Small group discussion
___ Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
___ Reading
X Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
___
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 (3) 4 5 INEFFECTIVE

WHY? Students identify with heroes of a story. If the hero possesses qualities that elevated work in the students eyes, then they are more likely to develop positive attitudes toward work.

I feel that this lesson did influence the following attitudes:*
A. X B. C. D. E. F. G. H. I. X J.
*(See list on reverse side)

TEACHING RESOURCES

Text Wide Wide World of Literature Scott Foresman
World Book Engl.

EVALUATION OF STUDENTS

___ Quiz
X Formal test
___ Recitation
___ Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Language Arts **LESSON TITLE** Rikki-Tikki-Tari **DURATION** 3 days

COGNITIVE OBJECTIVES

To learn that animals have personalities, and that they feel a sense of responsibility to do the work that is natural to them.

ATTITUDINAL*

A. X
B. X
C. X
D. ____
E. ____
F. ____
G. ____
H. ____
I. X
J. ____

*(See list on reverse side)

LESSON FEATURES

By the reading of this Kipling literature selection, and by the follow up work they will do in groups students will be led to see that work is natural to the well being of animals as well as people. Animals serve in the work they do proudly and faithfully.

TEACHER ACTIVITIES

1. Work in groups
   a. Discover and list facts that relate to Rikki's personality
   b. Discover why Kipling gave the animal human characteristics
   c. Discover additional facts about animals in the story.
2. Report findings
   a. One spokesman for each group.
3. Class discussion
   a. Summarize all findings.

STUDENT TASKS

___ Note taking
X Small group discussion
X Library research
___ Book reports
___ Personal inquiry
X Class discussion
___ Field trip
X Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
X Listening
___

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 (3) 4 5 INEFFECTIVE

WHY? Students discovered in the mongoose a sense of responsibility to protect the small boy. They commented on his dedication to his work even at the risk of his own life.

I feel that this lesson did influence the following attitudes:*
A.X B. XC.__ D.__ E.__ F.__ G.__ H.__ I.__ J.__
*(See list on reverse side)

TEACHING RESOURCES

Text - Wide Wide World of Literature Scott Foresman
Library - Reference section

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
X Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT English **LESSON TITLE** RFK and JFK Remembered **DURATION** 1 hour

COGNITIVE OBJECTIVES

To review for students the lives of the Kennedy brothers and show the qualities needed for success and leadership.

ATTITUDINAL*

A. X
B.
C.
D. X
E. X
F. X
G. X
H. X
I. X
J.

*(See list on reverse side)

LESSON FEATURES

Excellent photographs of past events. Carefully written biography with controlled vocabulary.

TEACHER ACTIVITIES

To discuss with students what worthwhile attitudes can do for a man.

STUDENT TASKS

___Note taking
___Small group discussion
X Library research
X Book reports
___Personal inquiry
___Class discussion
___Field trip
___Reading
X Essay writing
___Socio-drama
___Role playing
___Debate
___Art work (maps
___Other
___
___
___

CLARIFY:

Have students write essays on what one quality they most admire in either of the Kennedy brothers and what they think that quality did for him.

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*
A. X B. C. D. E. F. G. X H. X I. X J.
*(See list on reverse side)

TEACHING RESOURCES

Library

EVALUATION OF STUDENTS

___Quiz
___Formal test
X Recitation
X Student reports
___Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

APPENDIX C

MISCELLANEOUS CONTENT LESSON PLANS

Although the developmental program was restricted to seventh grade to social studies and language arts, teachers of other subject matter may find use for the integrated lesson approach. The RMEL staff invites your exploration.

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Math **LESSON TITLE** Math Used in Occupations **DURATION** Semester

COGNITIVE OBJECTIVES

All occupations use some math. The need varies with the job. Object to see the reason for learning math in school.

ATTITUDINAL*

A. X
B. X
C.
D. X
E.
F. X
G.
H. X
I. X
J.

*(See list on reverse side)

LESSON FEATURES

Occupations of people in our community.
Examples:
Chemist
Biologist
Artist
Druggist
Nuclear Engineer
Mechanic
Nurse
Carpet layer

TEACHER ACTIVITIES

1. Present outline to follow. Cover-title and picutre.
a. illustrations of occupations
b. interview with someone in occupation
c. explanation of occupation
d. examples of problems they use
e. an article on the amount of education needed
f. magazine pictures of people doing this work
2. Present list of occupations to choose from.

STUDENT TASKS

___ Note taking
___ Small group discussion
1 Library research
___ Book reports
2 Personal inquiry
3 Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
4 Art work (maps
___ Other
5 Listening
___

CLARIFY:

1. Investigation of occupation.
2. Interview
3. To be done after the project is finished.
4. Illustrations in the booklet.
5. Listening to report and the one being interviewed.
6. Inspecting booklets made by other students

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 (2) 3 4 5 INEFFECTIVE

WHY?

I feel that this lesson did influence the following attitudes:*
A. X B. X C. __ D. X E. X F. X G. X H. __ I. X J. __
*(See list on reverse side)

TEACHING RESOURCES

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
X Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Science LESSON TITLE Idaho Fish Game Occupations DURATION 1 day

COGNITIVE OBJECTIVES

Students interest in jobs dealing with the outdoors.
Education needed.
Branches of jobs in the Fish and Game Department.

ATTITUDINAL*

A. X
B. X
C.
D. X
E.
F. X
G.
H. X
I. X
J.

*(See list on reverse side)

LESSON FEATURES

Occupations talked about:
Animal research
Fisheries Mgt. Research
Wildlife Mgt. & Research
Wildlife law enforcement
Land Mgt. & Improvement

TEACHER ACTIVITIES

1. Lecture given by guest speaker.
2. Guest speaker asked students questions about what they thought the requirements were for a job with Idaho Fish and Game Department.
3. Students asked a lot of questions about this occupation.

STUDENT TASKS

___ Note taking
___ Small group discussion
___ Library research
___ Book reports
X Personal inquiry
X Class discussion
___ Field trip
___ Reading
___ Essay writing
___ Socio-drama
___ Role playing
___ Debate
___ Art work (maps
___ Other
X Informal discussion

CLARIFY:

Talked about subject Mr. Graban had to take in college.
Example: How did Biology help him in his job?

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE 1 2 3 4 5 INEFFECTIVE

WHY?

I feel all attitudes were well covered during this area of the lecture.

I feel that this lesson did influence the following attitudes:*
A. X B. X C. X D. X E. X F. X G. X H. X I. X J. X
*(See list on reverse side)

TEACHING RESOURCES

Guest speaker:
Mr. Jim Graban

EVALUATION OF STUDENTS

___ Quiz
___ Formal test
___ Recitation
___ Student reports
___ Student projects

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Guidance Lesson LESSON TITLE "Why Study" DURATION 1 day

COGNITIVE OBJECTIVES

To study is an individual process.
Education is necessary for personal satisfaction.
Individual identification with needs for consistent application--each student must learn how to learn.
Identification of positive relationship between success and studying.

ATTITUDINAL*

A. X
B. X
C. X(See
D. X back
E. ?
F. X
G. X
H. X
I. X
J. X
*(See list on reverse side)

LESSON FEATURES

People--great people and their successes and studying.
Data*percent of dropouts from high school, college.
*Life earnings comparisons-dropouts high school grad. and college grad.

TEACHER ACTIVITIES

Guidance department played tape while teacher monitored & students took notes. Following tape, counselor presented questions. (1) What did you hear him say during tape? (2) How do you plan on using your education in your life? (3) What do you think about becoming successful (How to do it)? Teacher attempted to classify student responses in terms of the attitudes of the world of work.

STUDENT TASKS

X Note taking
__ Small group discussion
__ Library research
__ Book reports
__ Personal inquiry
X Class discussion
__ Field trip
__ Reading
__ Essay writing
__ Socio-drama
__ Role playing
__ Debate
__ Art work (maps
__ Other
X Listening
__

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? The responses of the students indicate awareness of the attitudes indicated above. The questions asked by the students showed considerable depth of thought. Some comments show considerable thought about their future.

I feel that this lesson did influence the following attitudes:*
A. X B. X C. X D. X E. __ F. X G. X H. __ I. X J. X
*(See list on reverse side)

TEACHING RESOURCES

School P.A. system professionally prepared tape, "Why Study."

EVALUATION OF STUDENTS

__ Quiz
__ Formal test
X Recitation
__ Student reports
__ Student projects
X Other

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

"WHY STUDY" 12 Minute tape

Examples of attitudes - as remembered by the students

DESIRE TO WORK - "Only you can do the work"

RESPONSIBILITY-DEPENDABILITY - "One has to be something before you can do something"

LIFE ASPIRATIONS - "Finish school - study to get ahead" "Important people have good educations" "Plan on being a pharmacist--some training in the army" "I want to be a surgeon--a brain surgeon--a good education will enable me to achieve this."

VALUE OF COOPERATION - "Education is the key to prosperity."

DIGNITY OF WORK WELL DONE - "Get better jobs if well educated and able to use your mind."

PRIDE IN ACCOMPLISHMENT - "College -- do the best you can -- and you will be successful."

IMAGE OF THE WORLD OF WORK

LESSON PLAN

SUBJECT Health LESSON TITLE Preparing for the Future DURATION 3 days

COGNITIVE OBJECTIVES

1. Attitudes are as important as other qualifications in getting and holding a job.

2. We can prepare for the future now by gaining proper attitudes.

ATTITUDINAL*

A. X
B.
C.
D. X
E. X
F.
G.
H.
I. X
J.

*(See list on reverse side)

LESSON FEATURES

1. Invite panel of businessmen to speak to class.
a) store manager
b) school supt.
c) car salesman
2. Students ask questions and take notes.
3. Students apply for job (Health Researcher) fill out application blank.

TEACHING RESOURCES

Businessmen
Videotape for T.V.
Hand-out sheets

TEACHER ACTIVITIES

1. Invite panel.
2. Conduct class discussion before and after; what to look for, ask, and what they learned or impressed them most.
3. Replay videotape. Students list the attitudes the businessmen mentioned deciding whether or not they themselves have that quality (self evaluation)
4. Collect student job applications, use these in assigning projects the rest of the semester.

EVALUATION OF STUDENTS

XX Quiz
__ Formal test
X Recitation
__ Student reports
X Student projects

STUDENT TASKS

X Note taking
__ Small group discussion
__ Library research
__ Book reports
X Personal inquiry
XX Class discussion
__ Field trip
__ Reading
__ Essay writing
__ Socio-drama
__ Role playing
__ Debate
__ Art work (maps
__ Other
X Panel
__

CLARIFY:

POST LESSON EVALUATION

How effective do you feel this lesson was in influencing attitudes toward the world of work? (Circle one)

EFFECTIVE (1) 2 3 4 5 INEFFECTIVE

WHY? The students were very interested in what these men had to say, what they looked for in hiring, and even surprised I think to see how important these men felt that attitudes were. Before we had the panel many students seemed to have the opinion that a person's GPA or other tangible qualifications were much more important that what their attitudes were.(see back)

I feel that this lesson did influence the following attitudes:*

A.__ B.__ C.__ D.X E.__ F.__ G.__ H.__ I.__ J.__

*(See list on reverse side)

ATTITUDES

A. DESIRE TO WORK
B. RESPONSIBILITY-DEPENDABILITY
C. LOYALTY
D. LIFE ASPIRATIONS
E. APPRECIATION FOR QUALITY
F. VALUE OF COOPERATION
G. PERSONAL SATISFACTION
H. DIGNITY OF WORK WELL DONE
I. PRIDE IN ACCOMPLISHMENT
J. ADAPTABILITY

POST LESSON EVALUATION (continued)

After the panel all seemed well convinced that, indeed, attitudes were important.